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ABSTRACT

These classroom guides, designed to accompany the daily Cable News Network (CNN) Newsroom broadcasts for August 2-31, 1999, provide program rundowns, suggestions for class activities and discussion, links to relevant World Wide Web sites, and a list of related news terms. Top stories include: the drought and heatwave in the northeastern United States, British Beef and Mad Cow Disease, the Abraham Zapruder film, Asia floods and the Asian economic crisis, and appointment of Richard Holbrooke as ambassador to the United Nations (August 2-6); effects of the drought on Chesapeake Bay, political and regional turmoil in Russia, children and violence at schools, the solar eclipse, and preventing prejudice and hate crimes (August 9-13); the Iowa straw poll, Prime Minister Vladimir Putin and Russia's political climate, earthquake in Turkey, death toll and survivors of the earthquake in Turkey, and destruction in Turkey and development plans (August 16-20); Hurricane Bret, Turkey's earthquake survivors and problems in the relocation camps, interest rate hike by the Federal Reserve Board, Asia-Russia Summit, and probe into the Waco case (August 23-27); AIDS Conference, and violence in East Timor and the role of the United Nations in the referendum vote (August 30-31). (AEF)

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CNN Newsroom Classroom Guides
August 1999

by Turner Learning, Inc.

M. Stevens

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CNN NEWSROOM Guide

August 2, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:40... 02:15
Top Story ... 04:55... 07:10
A major heatwave continues to cook most of the U.S.

In the Headlines ... 02:40... 09:50
BARAK, ARAFAT PURSUE PEACE STRATEGIES

YOUR DAILY DESK ... 00:50... 10:40
Environment Desk ... 02:30... 13:10
Volunteers fight to save and protect injured sea turtles.

WORLDVIEW ... 00:35... 13:45
Political Front ... 04:35... 18:20
-U.S. government officials have difficulty stopping illegal Cuban immigration.
-Western Union opens a money transferral service in Cuba.

Wild Kingdom ... 02:15... 20:35
Thailand releases domesticated elephants into the wild.

Fast Fact ... 03:15... 23:50
Centenarians vie for the title of oldest living person.

NEWSROOM CHRONICLE ... 00:30... 24:20
Commitment Community: Danny Seo ... 03:00... 27:20
Super-volunteer Danny Seo believes that every person can make a difference.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : U.S. Heatwave

1. What is a drought? What are the major causes of the severe drought being experienced in the northeastern U.S.? How are the drought and heatwave causing health and economic problems across the country?

2. According to meteorologist Bob Alan, why is the recent weather pattern such a newsworthy event? How does weather often "balance" itself out? What kind of weather cycle is the earth experiencing now?

3. How does the human body react to extremely hot weather? What is the "heat index"? Divide the class into small groups, and have each conduct research to answer these questions. Share group information in class discussion. Compare summer's "heat index" to winter's "wind chill factor." Discuss how the body's perception of extremes in temperature can cause health problems. What is heat stroke? Heat exhaustion? How can students recognize the warning signs of these reactions?

   EXTENSION: As a class, use the information groups have gathered to create a large first aid poster on heat-related health emergencies. Display the poster in your classroom.

LINKS:
http://weather.noaa.gov/weather/hwave.html
http://www.redcross.org/disaster/safety/heat.html
http://www.publicaffairs.noaa.gov/stories/sir7.html

In the Headlines : In the Headlines

1. Who is Ehud Barak? Why is he attempting to broaden his government from 18 to 24 ministers? What is Mr. Barak's short-term diplomatic objective in the peace process? According to one Israeli cabinet minister, the Palestinians are "suspicious" of the Israelis. Why do you think this is the case? Do you think Prime Minister Barak's enlarging of his government will ultimately help bring about peace? Explain.

2. How is Yasser Arafat trying to unite Palestinian ranks on the issue of a Mideast peace? What is the PFLP? What is this group's view of the peace process? Why is Mr. Arafat's meeting with the PFLP significant?

3. Both Ehud Barak and Yasser Arafat are busy trying to assemble their domestic power bases as a step in rebuilding the Mideast peace process. Ask students why they think this step is necessary. Why is there so much distrust among Israelis and Palestinians? Have students use the websites below and other resources to examine the nature of the Arab/Israeli dispute and the major points of recent Mideast peace agreements, such as the Wye River Agreement. Discuss the events and circumstances that have given both sides reason for suspicion.

LINKS:
http://cnn.com/WORLD/meast/9908/01/mideast.peace.03.reut/
http://cnn.com/books/beginnings/9907/waging.peace/index.html
http://www.washingtonpost.com/wp-srv/inatl/longterm/me_peace/agreements.htm

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EDITOR'S NOTE:
drought
heatwave
Ehud Barak
Yasser Arafat
Wye River Accord
Fatwah

YOUR DAILY DESK

Environment Desk : Turtle Hospital

1. What are some of the reasons behind the increasing the number of injured sea turtles? How does Jean Beasley help the injured animals? How do her hospital volunteers help turtles survive at the very early stages of life, during nesting season?

2. What do you think Jean Beasley meant when she said "We want everyone to have the opportunity to know these turtles and their importance to us?" How great an impact do you think her hospital has on the overall turtle population? What do you think industry and society in general can do to help protect sea turtles? Do you agree with saving turtles from their predators, who themselves will not survive without the turtles as a food source? Explain. What precautions have to be taken to maintain the balance of the shoreline ecosystem?

3. Challenge your students to better understand the environmental pressures that cause decreasing numbers of sea turtles. Group students. Assign each group one of the following questions:
    1. What is imprinting and what are the effects of chemical pollutants on the imprinting process?
    2. What are the effects of temperature increase and decrease on gender determination in turtles?
    3. What are the major predators for turtles in the egg, adolescent, and adult stages?
    4. How does human contamination from sources such as fishing lines and motor boats affect turtle populations? What efforts are underway to help limit these effects?

    Have each group present its information. As a class, create a cause and effect web that shows how all the issues above relate to one another.

    EXTENSION: Have students make their "environmental pressures on sea turtles" web three-dimensional, using readily available classroom and household items.

LINKS:
http://www.usca.sc.edu/AEdc442/442991/turtles.html
http://www.seaworld.org/Sea_Turtle/seaturtle.html
http://www.ex.ac.uk/telematics/EuroTurtle/threats.htm
http://cccturtle.org/contents.htm

EDITOR'S NOTE:
sea turtles
fungal infection
keratin
nesting
predators

WORLDVIEW

Political Front : Cuban Immigrants

1. According to the U.S.-Cuba immigration treaty, what happens to Cubans who are caught at sea? What is the U.S. law pertaining to Cubans who make it to American soil illegally? On average, how much must a Cuban pay to be smuggled into the U.S.? Are some Cuban Americans involved in promoting smuggling activity? Explain.

2. What is an economic embargo? When and why did the U.S. declare an economic embargo against Cuba? What is Western Union? Why, after so many years, has the U.S. government allowed Western Union to open outlets in Cuba? In your opinion, what are the benefits and drawbacks of enabling money to be transferred between the U.S. and Cuba?

3. Why do you think some Cubans are eager to come to the U.S.? What personal risks do you think Cubans assume when they try to get smuggled into the U.S.? Refer students to the websites below to learn about how the U.S. government is addressing the smuggling problem.

4. Introduce students to the idea of immigration quotas. The U.S. government has agreed to issue at least 20,000 visas per year to Cubans. Discuss possible results if the number of immigrants was unlimited, as it once was. Read Emma Lazarus' poem, "The New Colossus," that appears within the pedastal of the Statue of Liberty (a copy of the poem is available from the first website below). Ask students to "modernize" the poem to reflect the U.S. policy toward immigration in current times. Discuss: Has the attitude toward immigrants shifted since the turn of the century? What is different about the immigrants who come to the U.S. today? Do you think the U.S. government should impose additional immigration restrictions and quotas on Cubans? Why/why not?

LINKS:
http://www.libertystatepark.com/emma.htm
http://cnn.com/WORLD/americas/9812/05/cuba.usa.reut/index.html
http://cnn.com/WORLD/americas/9907/15/cuba.smugglers/
http://www.state.gov/www/regions/wha/us_cuba_index.html#jan99
http://www.ins.usdoj.gov/
http://www.cubaweb.cu/Cub_ing/index.shtml
http://www.canfnet.org/

Wild Kingdom : Thai Elephants

1. Locate Lumpang, Thailand on a map. How has Thailand's logging ban affected the country's elephant population? What are the goals of the World Wide Fund's Thai elephant project?

2. Refer groups of students to multimedia resources, including the first website below, to learn more about Asian elephants and the status of these elephants in a specific region of Asia. Ask each group to identify why the elephants in one region have become endangered and what is being done to improve their situation. Next, have each group use data from the country to make a poster aimed at gaining public support for a government program to help the remaining elephants. Compare posters and identify the different appeals used. Discuss the following questions: Are the threats to the elephants similar in the different countries? Would the campaigns be successful? What else could governments do to protect elephants?

LINKS:
http://www.panda.org/resources/publications/species/w-elephants/index.htm
http://arrs.envirolink.org/paws/sanctuary/spring96/thaivet.html
http://arrs.envirolink.org/
http://www.panda.org/news/features/04-98/story1.htm
http://www.panda.org/

Fast Fact : Who's the Oldest?

1. According to the "Guinness Book of World Records," who is the oldest person in the world? When was this person born? What factor do many centenarians have in common that have enabled them to live so long?

2. At 118 years old, Sara Knauss of Allentown, Pennsylvania is the oldest person in the world (documented age). Refer students to texts and the websites below to prepare a timeline of significant events that have occurred in the U.S. since 1881. Have each student write a fictional narrative about the life of a person who lived in the U.S. during the last 118 years. Instruct students to describe how the individual experienced specific historical events.

3. Group students. Have groups refer to online resources, including the first website below, to learn more about the causes of aging and the research being conducted about ways to extend the human life span. Instruct each group to prepare a presentation about a specific aging related topic. Following the presentations, have each student write a paper about whether or not he/she would want become the oldest person in the world. Have students substantiate their opinions with factual information that they gleaned from the presentations.

LINKS:
http://ilr.genebee.msu.su/
http://dewey.chs.chico.k12.ca.us/decsg.html
http://history1800s.about.com/index.htm?COB=home&PID=2765
http://www.traverse.com/people/dot/context.html
http://207.25.71.27/WORLD/9708/04/obit.oldest/index.html

EDITOR'S NOTE:
Immigration and Naturalization Services
Cuba
Western Union
remittance
sanctions
Thailand
elephants
centenarian

NEWSROOM CHRONICLE

Commitment Community: Danny Seo : Commitment Community: Danny Seo

1. What is an activist? In what kinds of volunteer projects is Danny Seo active? How does he put a "glamorous" side to charity work? Do you think his high-profile activism inspires other young people to give time back to their community? Explain.

2. How did Danny's childhood experiences prompt him to become an activist? What has he done to teach others how to motivate people to volunteer? Danny Seo calls himself "an entrepreneur for altruism." What do you think he means?

3. In challenging people to become volunteers, Danny Seo has said, "In my opinion, everyone can make the effort to change from worrier to warrior." Read this quote to students and ask them: What issue or situation worries you? If you dedicated just 15 minutes a day to change that, what could you do to make a difference in that situation or issue? Give students time to consider the possibilities and organize their thoughts. Then direct them to write brief journal entries beginning with the words "If I could spend 15 minutes a day to change my world, I would..." When they are finished, challenge students to find out what they could do to turn their words into actions.

LINKS:
http://www.randomhouse.com/features/generationreact/bio.html
http://www.giraffe.org/seo.htm
http://www.stand.org/update/spotlight/archives/danny.html

EDITOR'S NOTE:

Habitat for Humanity
altruism
activist
Danny Seo

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

August 3, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:45... 02:20
Top Story ... 02:10... 04:30
Three years after the Mad Cow scare, British beef is back on the market.

In The Headlines ... 03:05... 07:35
HEATWAVE CAUSES CHICAGO DEATHS

YOUR DAILY DESK ... 00:30... 08:05
Health Desk ... 03:10... 11:15
Consumer groups want to remove BGH from milk products on the market.

WORLDVIEW ... 00:40... 11:55
Inside Africa ... 03:00... 14:55
Ethiopia's population soars as water and food shortages continue.

Who, What, Where? ... 03:50... 18:45
A company says it has an environmental plan to harvest old-growth trees in Chile.

Taking Care of Business ... 02:50... 21:35
Falling sales prompt Japanese car companies to downsize and consider mergers.

NEWSROOM CHRONICLE ... 00:30... 22:05
Pristina University "Homecoming" ... 02:15... 24:20
Ethnic Albanian students and professors return to Pristina University.

Our World ... 02:50... 27:10
Four girls beat diabetes to spread a message of hope.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : British Beef

1. Why did the European Union ban the exporting of beef from Great Britain three years ago? What is

Mad Cow Disease? How can humans contract BSE?

2. In spite of quality assurances by the British government, why might it be some time before British beef is purchased by many restaurants and stores? Do you think European consumers have confidence in Britain's beef industry? Explain. How much money did the industry lose as a result of the scare? How did the industry attempt to restore consumer confidence within Great Britain?

3. How did Mad Cow Disease affect the British beef industry and European consumers? Have students work in groups to learn more about the disease and its human connection, BSE. Share group findings and discuss the public reaction to this incident. What would the British government and industry have to do to regain the trust of consumers who used to purchase British beef? Challenge each group to come up with a PSA or advertising campaign aimed at reassuring the buying public throughout Europe.

LINKS:
http://www.mad-cow.org/
http://www.pbs.org/wgbh/nova/madcow/faces.html
http://www.pbs.org/wgbh/nova/madcow/tips.html
http://www.vetnet.ucdavis.edu/madcow.htm
http://www.who.int/emc/diseases/bse/

In The Headlines : In The Headlines

1. What action is the U.S. government pledging for drought-weary areas of the U.S.? Which states have had sections declared federal disaster areas due to the drought? Which state has paid the highest human cost as a result of the current heatwave?

2. According to the video, what are some reasons why so many deaths attributed to the heatwave occurred in Illinois? Why are the elderly often the victims of extremely high temperatures? How have the concerns of modern city life contributed to heat-related deaths?

3. How do the number of deaths due to heatwaves compare to deaths caused by other natural phenomena, such as hurricanes, floods and winter storms? Why do you think the effects of hot weather are so much more detrimental to human life? Do you agree with the statement from the video that we should think of air conditioning as a necessity, not a luxury? Why/why not?

4. In yesterday's Classroom Guide students were asked to examine the effects of extremely hot weather on the human body. Today challenge students to learn how the heatwave can affect their pets. Direct students to the first website below or invite a local veterinarian to address the class on the topic of caring for your pet in hot weather. Many people take summer trips and leave their pets outside. What information should their caretakers have on the treatment of these pets, especially this time of year? After the discussion, have the class produce an informative brochure on "Caring for your Pet in the Summer." Distribute copies of the brochure to other classes.

LINKS:
http://www.aspca.org/petcare/doghot.htm
http://www.thriveonline.com/health/Library/illsymp/illness260.html
http://www.nwpcmd.com/dehydration.htm

EDITOR'S NOTE:
European Union
Mad Cow Disease
heatwave
at-risk population

YOUR DAILY DESK

Health Desk : Bovine Growth Hormone

1. What is BGH and how is it used? Why do American consumer groups want to remove BGH from the market? What is the responsibility of the Food and Drug Administration (FDA)? How do the Canadian and U.S. governments differ on the issue of using BGH to increase milk production?

2. Why do you think the Monsanto Company and the Center for Food Safety have differing opinions about whether BGH is safe for humans?

3. Explain to students that the production of bovine growth hormone is an example of "biotechnology" that uses "genetic engineering" (or rDNA technology). Refer students to multimedia resources, including the websites below, to learn about genetic engineering and the food applications of biotechnology. Have students consider why genetic engineering and biotechnology are politically charged issues.

4. Divide your class into two groups to debate whether or not BGH should be removed from the market. The students' debate should highlight the potential benefits and drawbacks of using biotechnology in food production. Following the debate, discuss whether the FDA should take additional measures to increase consumer awareness about the possible health problems associated with BGH.

LINKS:
http://cnn.com/FOOD/news/9906/15/milk.bgh/
http://cnn.com/FOOD/news/9812/16/health.milk.reut/
http://www.monsanto.com/monsanto/mediacenter/background/ADAposition.html
http://www.fda.gov/
http://www.iatp.org/iatp/
http://www.icta.org/

EDITOR'S NOTE:
bovine growth hormone
genetically engineered
moratorium
Food and Drug Administration

WORLDVIEW

Inside Africa : Ethiopia Population

1. Why are Ethiopians having difficulty caring for their babies? What is the government trying to do in response? What is the country's population? In what way is Ethiopia a "young" nation? How many babies are expected to be born in Ethiopia this year?

2. Why do you think it might be difficult to implement family planning services in rural areas of Ethiopia? Discuss ideas to overcome deterrents to overpopulation and to STDs, such as AIDS.

3. Imagine living in a country in which most of the people are under the age of 21 and where there is a shortage of food and water. What do you think your life as a teenager would be like? What might

be expected of you?

4. Have students browse through the websites listed to learn more about the problems in Ethiopia and some of the reasons that they are hard to overcome. So students can gain a better understanding of the problems, ask them to role play scenes in which some take the role of rural Ethiopians and others act out parts as agency workers trying to help the people understand the importance of health, nutrition, and family planning.

LINKS:
http://www.info.usaid.gov/regions/afr/ethiopia.html
http://www.prb.org/prb/news/tipsheet/tip6.htm
http://204.243.96.104/info_center/field_notes/ethiopia.html

Who, What, Where? : Chile Logging

1. What is lenga? What is Trillium, and where is it based? How does the company plan to sustain a large Chilean forest while cutting down its trees?

2. Have you heard of deforestation projects occuring in South America? What have been problems associated with them? Does the Trillium plan sound feasible to you ? Why or why not? How could the project help Chile? Why do some environmentalists fear the project?

3. Using the Internet or other resources in your school's media center, find pictures of Tierra del Fuego, Chile. Discuss: If the Trillium project fails, what would be lost?

4. Have students design posters to sway public support in favor of or against Trillium's plans to cut lenga trees. They should use information they have learned in support of or opposition to the plan.

LINKS:
http://travel.yahoo.com/Destinations/south_america/countries/chile/
http://www.comapa.com/
http://www.australis.com/english/patagonia/index.htm
http://www.seattletimes.com/news/business/html98/tril_012998.html
http://www.susx.ac.uk/Units/gec/topics/forests.htm

Taking Care of Business : Japan Car Industry

1. Why are sales of Japanese cars down? What measures have the car companies taken in an attempt to stay in production?

2. How can both Japanese and American car companies benefit as they consider partnerships? Why do you think that some analysts believe the mergers might not work?

3. Does your family own a Japanese car? Do you know whether or not the car was actually made in Japan? Where else might it have been manufactured? Do you think that a Toyota made in Cambridge, Ontario, or a Mitsubishi made in Normal, IL, is a Japanese car? Why or why not?

4. Historically, there have been debates and disputes about American and Japanese trade and product quality. Have students browse the listed websites to learn more about Japanese car manufacturing in North America. They may not have realized that many Japanese automobiles are manufactured in the U.S. Have students discuss the possible effects of global manufacturing on international relations.

LINKS:
http://www.subaru.com/corporate_newsroom/index.html

http://www.nissan-na.com/2.0/2-3.html
http://www.jama.ca/snapshot.htm

EDITOR'S NOTE:
global population
prenatal care
lenga
sustainable forestry
automated production
merger

NEWSROOM CHRONICLE

Pristina University "Homecoming" : Pristina University "Homecoming"

1. Locate Pristina on a map of Europe. In what province is it located? Why has Kosovo been in the news in recent months? What happened in Kosovo and at Pristina University nine years ago? What is autonomy? Politically speaking, why is it important for a university to have a measure of autonomy?

2. What happened to Professor Muhamet Hamiti when the Serbs took over the university? What happened to the ethnic Albanian students who attended the university? Why do you think they went underground to continue their education? How did the underground classrooms become breeding grounds for unrest? What is the KLA? What was this organization's role in the recent crisis in Kosovo? Contrast the scene in 1997 with what is happening on the campus of Pristina University today.

3. In the video we are told that the University rector, flanked by KLA members, promised that the school would be fair in its treatment of Serb students. Do you think the school should allow Serbian students to return? Consider the decision from the perspective of both sides, the ethnic Albanian and Serb students and professors. Do you agree with the rector's position? State your rationale.

LINKS:
http://www.uni-pr.edu/
http://194.130.56.40/low/english/world/europe/newsid_68000/68902.stm
http://www.centraleurope.com/special/kosovow/intro.php3

Our World : "The Pump Girls"

1. Why is Sara Cronstadt different than other girls her age? What has she done to fight her illness? Who are "The Pump Girls"? What is their mission?

2. What is diabetes? How is it controlled? How many children suffer from the illness? What can it do to the body, if not treated? What are "The Pump Girls" doing to fight those complications? Do you think that their methods are useful, not only to diabetics but also to other children suffering from chronic illnesses? Explain.

3. Students may learn more about diabetes by using the websites listed, or they may choose to use a search engine to learn more about another chronic disease more relevant to them, either because a peer, friend, or family member lives with it. Ask each student to create a positive message for those suffering with the chronic disease to give them hope and belief in themselves.

LINKS:
http://www.pumpgirls.com
http://www.diabetes.org

EDITOR'S NOTE:
Pristina
KLA
ethnic Albanians
Serbs
autonomy
type 1 diabetes
insulin intake
cystic fibrosis

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

August 4, 1999

Please Note: Due to technical problems, today's program is not closed-captioned and did not air in North America.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:40... 02:15
Top Story ... 02:10... 04:25
Abraham Zapruder's heirs are awarded $16,000,000 for his film of JFK's assassination.

In The Headlines ... 01:20... 05:45
INDONESIA ELECTIONS FINAL

YOUR DAILY DESK ... 00:30... 06:15
Business Desk ... 03:20... 09:35
Dependence on electricity has created a plugged-in society.

WORLDVIEW ... 00:30... 10:05
Top of the World ... 05:40... 15:45
Many immigrants in the U.S. are forced to work in unhealthy and abusive conditions.

Wild Kingdom ... 03:10... 18:55
Global warming may be destroying coral reefs.

Taking Care of Business ... 02:20... 21:15
Coffee shops are becoming popular in Thailand.

NEWSROOM CHRONICLE ... 00:50... 22:05
SAT Coaching ... 02:35... 24:40
Many students taking the SAT or ACT prepare by taking private coaching classes.

New Dictionary ... 02:20... 27:00
The first new English language dictionary in 30 years is about to make its debut.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Zapruder Film

1. Who was Abraham Zapruder? What is the subject matter of Mr. Zapruder's 1963 home movie? What was the role of the arbitration panel? Why has the government financially compensated Mr. Zapruder's heirs for the film? How much money were Mr. Zapruder's heirs awarded? What is your opinion of the arbitration panel's decision?

2. Refer students to archival and online resources, including the websites below, to learn about President John F. Kennedy, the era in which he served, and the controversy surrounding his death. Ask students: How did the president's death affect the nation? Why has President Kennedy's assassination generated so much controversy? Do you think it is important that the public know the truth about President Kennedy's assassination? Discuss whether students believe the controversies surrounding President Kennedy's assassination will ever be resolved.

LINKS:
http://cnn.com/US/9908/03/zapruder.02/
http://www.informatik.uni-rostock.de/Kennedy/body.html
http://www.informatik.uni-rostock.de/Kennedy/WCR/app13.html
http://www.nara.gov/
http://www.nara.gov/nara/pressrelease/nr99-89.html

In The Headlines : In The Headlines

1. What is the significance of Indonesian President Habibie declaring his nation's elections "official and final"? Why were the June 7th elections closely watched by the international community? What have international observers concluded about the elections?

2. Why did it take so long for these election results to become official? How many political parties were trying to gain seats in Indonesia's legislature? In the end, which two parties won the most seats?

3. Indonesia has a multi-party political system. In class discussion, compare and contrast multi-party systems, like that found in Indonesia, to a dual party system, like the one found in the U.S. Direct students to the second website below for a list of political parties in Indonesia. What different interests do these parties represent? Discuss the political advantages and disadvantages of a multi-party vs. a two party system.

   EXTENSION: The segment refers to the next step in Indonesia's political process, a period of "coalition building." Ask students to find a political definition for the word "coalition." Why is coalition building necessary in a multi-party system? Is it necessary in a two party system? Why/why not? Challenge groups of students to come up with coalition-building plans for President Habibie.

LINKS:
http://www.businessweek.com/1999/99_23/b3632010.htm
http://www.agora.it/elections/election/indonesia.htm
http://www.sltrib.com/1999/jun/06061999/nation_w/110703.htm
http://cnn.com/WORLD/asiapcf/9908/03/indonesia.01.reut/index.html

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EDITOR'S NOTE:
John F. Kennedy
arbitration
B.J. Habibie
coalition

YOUR DAILY DESK

Business Desk : Demand for Power

1. What electronic devices and appliances help Ellen Fine at home and at work? Ellen does not spend much time thinking about her dependence on electricity, nor does she worry about power failures. Do you ever think about power failures? Scan your surroundings now and list the ways you are dependent upon electricity. How would your life change if your community were to lose electric power for a week?

2. How does the "constantly expanding universe" of electric gadgets and tools, like computers, have an effect on the power supply? How has the recent heatwave in the U.S. had an impact on power demand? What other factors do you think are fueling the demand for power among consumers in the U.S.?

3. Electricity is one component of modern living that few can live without. These services are often referred to as "utilities." What are utilities? Ask students if they know what companies supply basic power needs and services, including electricity, gas, and water, etc., in their area.
    1. Send small groups of students on information "scavenger hunts" to determine what companies provide each of these services locally, and how they can be contacted. (Keep in mind that some communities may be served by more than one provider of some of these services.)
    2. Next, pose this scenario to students: You have recently signed a lease on a new apartment in our area. Before you move in, you need to make arrangements to have your utilities turned on. Where do you go? What do you do? How much will it cost in each case? Challenge small groups of students to conduct research and note the steps they would have to take to get their utilities up and running as soon as possible.
    3. Share group information.
    4. Calculate the total costs of any deposits or initial payments involved and determine the total out-of-pocket expense to the new tenant.

    As a class, compile the information students have gathered into a resource for newcomers to your community. Make copies and present them to the school office to distribute to new families who come to register their children.

4. Utlility companies will often send representatives out to discuss ways to cut energy consumption in homes and businesses. Find out if such programs exist where you live. If so, ask a representative from a local electric company (such as gas or water service) to address the class on energy/water conservation. In the case of electricity, ask the representative to show the students ways to minimize residential/commercial demand for power that often results in power failures, especially in hot summer months.

LINKS:
http://doityourself.com/electric/blackout.htm
http://www.sltrib.com/1998/mar/03081998/nation_w/26762.htm
http://home.doe.gov/glance/doehist.htm

EDITOR'S NOTE:
Thomas Edison
blackouts
Information Age
power companies
consumer patterns

WORLDVIEW

Top of the World : Immigrant Slave Labor, Part I

1. Why are the employed Chinese immigrants shown in the story living so poorly? Where do they work? What wages do they make? Why don't they find better jobs? Why do you think that the immigrant workers don't report the poor working conditions and illegal wage practices? Of what are they afraid?

2. The labor depicted in this story is compared to slavery. In what ways does the situation compare to conditions in the pre-Civil War U.S. states that allowed slavery? In what ways is it different? Do you think that Americans opposed to the American sweatshops could combat them? Explain.

3. Have students read through the websites suggested to learn more about the conditions of sweatshops. The CNN article names some companies that have been faulted for manufacturing in these abusive factories. Ask students if they wear clothes produced or sold by these companies. How do they feel knowing that people may have been treated cruelly while making their clothes? Will this information cause them to change what they wear or where they buy? Why or why not?

LINKS:
http://www.corpwatch.org/trac/feature/sweatshops/factsheets.html
http://www.msnbc.com/onair/nbc/dateline/shop.asp
http://cnn.com/US/9901/14/sweatshops/index.html

Wild Kingdom : Great Barrier Reef

1. What is happening to Australia's Great Barrier Reef? What do scientists and environmentalists believe is the cause? Are coral reefs important? Explain.

2. How could the extinction of coral reefs impact marine life and humans? Do you think that Greenpeace's proposal is a reasonable approach to saving the reefs? Why or why not? What do you think about the more modest proposal to cut back on fossil fuel usage? What alternatives to this plan would you offer?

3. Are you willing to make sacrifices in order to save the world's coral reefs? What kinds of changes would you have to make in your lifestyle? Is it worth it? Why or why not?

4. Challenge students to learn more about coral reefs by using the websites listed. Request a hall bulletin board your class can use to teach other students in the school about the reefs and the need to protect them.

LINKS:
http://cnn.com/NATURE/9905/19/coral.bleaching.enn/index.html
http://www.fas.harvard.edu/~goreau/frame.index.html
http://www.enn.com/enn-news-archive/1999/03/032299/creefs_2243.asp
http://www.enn.com/enn-news-archive/1999/03/030999/beacon_2046.asp
http://www.enn.com/enn-news-archive/1998/09/090498/seaweed.asp

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Taking Care of Business : Thai Coffee

1. Besides coffee shops, what other international trends have become a part of Thailand? Why are the coffee shops popular? Do all the coffee shop patrons go to the shop for coffee? If not, then for what?

2. Are there certain places where you like to meet your friends? Where do you go? What are these places like? Why do you choose these particular places?

3. Have students learn more about Thailand and its traditions. Ask them to discuss answers to the following questions: How can popular culture affect the traditions and lifestyles of a society? Do you think that a country can maintain its traditions while forging ahead with contemporary society? Try to think of examples of this coexistence of tradition and modernity in your own country.

LINKS:
http://www.mahidol.ac.th/Thailand/Thailand-main.html
http://sunsite.au.ac.th/thailand/
http://www.bkkmetro.com/

EDITOR'S NOTE:
sweatshop
Great Barrier Reef
Greenpeace
greenhouse gasses
latte

NEWSROOM CHRONICLE

SAT Coaching : SAT Coaching

1. Why do many students take the SAT or ACT tests? Why do many pay for coaching? What kinds of prep courses are available? Do the ones that cost the most money prove to coach students to the highest test scores? Explain.

2. Do you plan to take the SAT or ACT this year or during your high school years? How will you decide which one to take, or will you take both? Do you know how important the scores are to the colleges you may want to attend? If yes, how did you find out? If no, how can you find out?

3. Do you think that SAT and ACT scores should be part of the package by which a university should determine whether or not to admit you? Why or why not? What would you like to have a college admissions officer review when deciding whether or not to admit you? Do you think there is a better way to predict college success than SAT or ACT scores? Explain.

4. Have students look at the websites below to learn more about the exams and ways to prepare for them. Be sure they also look at the last site listed, FairTest, a nonprofit organization that fights for fairness in testing. Have students discuss entrance qualifications for college and ways in which they think admissions can be a fair process.

LINKS:
http://www.loop.com/~costmo/index2.htm
http://www.sat-acttestprep.com/
http://www.ets.org/
http://www.act.org/
http://www.fairtest.org/

New Dictionary : New Dictionary

1. Who is Nigel Newton? What was his novel idea for a dictionary? What evidence supports his claim that English is becoming ever more widely spoken? What is a lexicographer? How many lexicographers have been working on this project? Does Nigel Newton believe that the computer age means the end of the printed dictionary? Explain.

2. If possible, secure a copy of a dictionary used by students at least 30 years ago. Make the dictionary available to students and allow them to examine its contents, looking up random words that are part of modern life today. Are these words included in the older dictionary? Challenge students to come up with their own lists of contemporary words and definitions they would like to see included in the newest edition of the English language dictionary. Have each student list words and terms that are products of life in the 90s, such as "website," "politically correct," and established words that might have new meanings, such as "surf" (as in "surf the 'Net.") Have students create their own definitions for each word by explaining its meaning in their own words. Share student lists and definitions. How has the English language changed, even over the past 3 decades? What words that were then unheard of are now a part of our daily lives?

LINKS:
http://www.ugeek.com/techupdate/jun99/msdiction.htm
http://www.worldenglishdictionary.com/
http://www3.oup.co.uk/jnls/list/lexico/

EDITOR'S NOTE:
SAT
study habits
lexicographer
random access

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

August 5, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:15... 02:50
Top Story ... 02:00... 04:50
Severe flooding is taking a human and economic toll on parts of Asia.

In The Headlines ... 01:35... 06:25
INDONESIA ELECTIONS FINAL

YOUR DAILY DESK ... 00:30... 06:55
Science Desk ... 02:00... 08:55
A new product may make it possible to for plants to grow in driest conditions.

WORLDVIEW ... 00:45... 09:40
Top of the World ... 05:40... 15:20
Many immigrants in the U.S. are forced to work in unhealthy and abusive conditions.

Wild Kingdom ... 03:10... 18:30
Global warming may be destroying coral reefs.

Taking Care of Business ... 02:20... 20:50
Coffee shops are becoming popular in Thailand.

NEWSROOM CHRONICLE ... 00:40... 21:30
SAT Coaching ... 02:35... 24:05
Many students taking the SAT or ACT prepare by taking private coaching classes.

New Dictionary ... 02:55... 27:00
The first new English language dictionary in 30 years is about to make its debut.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Asia Floods

1. What countries have been hard hit by Tropical Storm Olga? In what ways is the heavy rainfall

causing widespread loss and damage?

2. What is the baht? What role did the fall of the baht play in the current Asian economic crisis? How have nations like Thailand, Indonesia and South Korea attempted to deal with their mounting international debt?

3. How is the flooding impacting the economies of many East Asian nations? What is inflation? How might a natural disaster exacerbate inflation? How might these floods affect consumer expenditures? Why are observers worried about the effects on consumer confidence?

4. What are the causes behind the Asian economic crisis? How might prolonged flooding delay an economic recovery? Have students work in groups to learn more about the political and economic factors behind Asia's financial woes, and share their findings. How did the international community respond to the crisis? Discuss the steps that are necessary to bring about economic recovery. How might a prolonged natural disaster put obstacles in the road to recovery?

   EXTENSION: Could a prolonged Asian economic crisis have an effect on you? Pose this question to students, then divide the class into small groups. Direct each to consider the ways, both direct and indirect, that Asia's economic problems could impact the lives of students in your class. Have groups present their ideas and discuss ways the international community could respond to the floods that threaten the people and economies of East Asia.

LINKS:
http://cnn.com/WEATHER/9908/04/asia.floods.02/
http://cnn.com/WEATHER/9908/02/asia.floods/
http://www.stern.nyu.edu/~nroubini/asia/AsiaHomepage.html
http://www.seattletimes.com/news/business/html98/alttour_051198.html

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In The Headlines : In The Headlines

1. What is the significance of Indonesian President Habibie declaring his nation's elections "official and final"? Why were the June 7th elections closely watched by the international community? What have international observers concluded about the elections?

2. Why did it take so long for these election results to become official? How many political parties were trying to gain seats in Indonesia's legislature? In the end, which two parties won the most seats?

3. Indonesia has a multiparty political system. In class discussion, compare and contrast multiparty systems, like that found in Indonesia, to a dual party system, like the one found in the U.S. Direct students to the second website below for a list of political parties in Indonesia. What different interests do these parties represent? Discuss the political advantages and disadvantages of a multiparty vs. a two party system.

   EXTENSION: The segment refers to the next step in Indonesia's political process, a period of "coalition building." Ask students to find a political definition for the word "coalition." Why is coalition building necessary in a multiparty system? Is it necessary in a two party system? Why/why not? Challenge groups of students to come up with coalition-building plans for President Habibie.

LINKS:
http://www.businessweek.com/1999/99_23/b3632010.htm
http://www.agora.it/elections/election/indonesia.htm
http://www.sltrib.com/1999/jun/06061999/nation_w/110703.htm
http://cnn.com/WORLD/asiapcf/9908/03/indonesia.01.reut/index.html

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EDITOR'S NOTE:
inflation
consumer confidence
baht
coalition
B.J. Habibie

YOUR DAILY DESK

Science Desk : "Dry Water"

1. What is DRiWATER's chemical make-up? How is the water released from the gel? Where is the product placed in relationship to the plant? What project is DRiWATER being used for in Egypt?

2. How do you think this product might impact the future of farming? Do you think DRiWATER will be able to relieve farmers during droughts? Explain. In what situations could it replace expensive irrigation systems? Can you foresee any other uses for this product? Explain.

3. On the DRiWATER website the manufacturer states that this product is more dependable and dissolves at a more even rate than its polymer-based competitors. Have your students test this claim by conducting the following investigation:
    1. Obtain a sample of DRiWATER through their website or their 800 number. Then obtain a sample of the polymer-based gel through your local plant store. You will need enough of each gel to place next to 9 bean plant seedlings.
    2. Divide up the class into six small groups, so that each group takes responsibility for three plant seedlings.
    3. Place a small amount of DRiWATER next to the roots of nine bean seedlings. If possible, use clear planters that let you see the gel shrinking over time.
    4. Repeat the previous step using the polymer-based gel.
    5. Place all eighteen plants outside in a sunny area, about two inches from one another.
    6. Measure plant growth each day for two weeks and write it down on a comparison table.
    7. Examine the gel next to the roots (if you are using clear planters). Observe the rate of decrease for both sets of plants and draw the size of the gel for each plant every day.
    8. At the end of the two week trial, have the class examine the growth rates and consider any possible confounding variables that might have biased your experiment. Have groups write their conclusions.

    Have each group present its findings. Based on the experiment, have the class offer a conclusion either supporting or refuting the claims made on the website.

LINKS:
http://driwater.com/main.html
http://www.gtghydroponics.com/watrcrys.htm
http://www.growingedge.com/hydroponics/hydroponics.html
http://www.soilmoist.com/

EDITOR'S NOTE:
gel
bacteria
vegetable gum
aluminum sulfate
rootball

groundwater

WORLDVIEW

Top of the World : Immigrant Slave Labor, Part I

1. Why are the employed Chinese immigrants shown in the story living so poorly? Where do they work? What wages do they make? Why don't they find better jobs? Why do you think that the immigrant workers don't report the poor working conditions and illegal wage practices? Of what are they afraid?

2. The labor depicted in this story is compared to slavery. In what ways does the situation compare to conditions in the pre-Civil War U.S. states that allowed slavery? In what ways is it different? Do you think that Americans opposed to the American sweatshops could combat them? Explain.

3. Have students read through the websites suggested to learn more about the conditions of sweatshops. The CNN article names some companies that have been faulted for manufacturing in these abusive factories. Ask students if they wear clothes produced or sold by these companies. How do they feel knowing that people may have been treated cruelly while making their clothes? Will this information cause them to change what they wear or where they buy? Why or why not?

LINKS:
http://www.corpwatch.org/trac/feature/sweatshops/factsheets.html
http://www.msnbc.com/onair/nbc/dateline/shop.asp
http://cnn.com/US/9901/14/sweatshops/index.html

Wild Kingdom : Great Barrier Reef

1. What is happening to Australia's Great Barrier Reef? What do scientists and environmentalists believe is the cause? Are coral reefs important? Explain.

2. How could the extinction of coral reefs impact marine life and humans? Do you think that Greenpeace's proposal is a reasonable approach to saving the reefs? Why or why not? What do you think about the more modest proposal to cut back on fossil fuel usage? What alternatives to this plan would you offer?

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LINKS:
http://cnn.com/NATURE/9905/19/coral.bleaching.enn/index.html
http://www.fas.harvard.edu/~goreau/frame.index.html
http://www.enn.com/enn-news-archive/1999/03/032299/creefs_2243.asp
http://www.enn.com/enn-news-archive/1999/03/030999/beacon_2046.asp
http://www.enn.com/enn-news-archive/1998/09/090498/seaweed.asp

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Taking Care of Business : Thai Coffee

1. Besides coffee shops, what other international trends have become a part of Thailand? Why are the

coffee shops popular? Do all the coffee shop patrons go to the shop for coffee? If not, then for what?

2. Are there certain places where you like to meet your friends? Where do you go? What are these places like? Why do you choose these particular places?

3. Have students learn more about Thailand and its traditions. Ask them to discuss answers to the following questions: How can popular culture affect the traditions and lifestyles of a society? Do you think that a country can maintain its traditions while forging ahead with contemporary society? Try to think of examples of this coexistence of tradition and modernity in your own country.

LINKS:
http://www.mahidol.ac.th/Thailand/Thailand-main.html
http://sunsite.au.ac.th/thailand/
http://www.bkkmetro.com/

EDITOR'S NOTE:
sweatshop
Great Barrier Reef
Greenpeace
greenhouse gasses
latte

NEWSROOM CHRONICLE

SAT Coaching : SAT Coaching

1. Why do many students take the SAT or ACT tests? Why do many pay for coaching? What kinds of prep courses are available? Do the ones that cost the most money prove to coach students to the highest test scores? Explain.

2. Do you plan to take the SAT or ACT this year or during your high school years? How will you decide which one to take, or will you take both? Do you know how important the scores are to the colleges you may want to attend? If yes, how did you find out? If no, how can you find out?

3. Do you think that SAT and ACT scores should be part of the package by which a university should determine whether or not to admit you? Why or why not? What would you like to have a college admissions officer review when deciding whether or not to admit you? Do you think there is a better way to predict college success than SAT or ACT scores? Explain.

4. Have students look at the websites below to learn more about the exams and ways to prepare for them. Be sure they also look at the last site listed, FairTest, a nonprofit organization that fights for fairness in testing. Have students discuss entrance qualifications for college and ways in which they think admissions can be a fair process.

LINKS:
http://www.loop.com/~costmo/index2.htm
http://www.sat-acttestprep.com/
http://www.ets.org/
http://www.act.org/
http://www.fairtest.org/

New Dictionary : New Dictionary

1. Who is Nigel Newton? What was his novel idea for a dictionary? What evidence supports his claim that English is becoming ever more widely spoken? What is a lexicographer? How many lexicographers have been working on this project? Does Nigel Newton believe that the computer age means the end of the printed dictionary? Explain.

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LINKS:
http://www.ugeek.com/techupdate/jun99/msdiction.htm
http://www.worldenglishdictionary.com/
http://www3.oup.co.uk/jnls/list/lexico/

EDITOR'S NOTE:
SAT
study habits
lexicographer
random access

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

August 6, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00... 02:35
Top Story ... 02:00... 04:35
The Senate confirms Richard Holbrooke to the post of U.S. Ambassador to the U.N.

In the Headlines ... 02:05... 06:40
DROUGHT PLAGUES MID-ATLANTIC

YOUR DAILY DESK ... 02:00... 08:40
Editor's Desk ... 02:55... 11:35
Music is used to enhance the evening news.

WORLDVIEW ... 00:45... 12:20
Top of the World ... 04:55... 17:15
While some designers and manufacturers fight unfair practices, many factories treat their workers badly.

Inside Russia ... 02:00... 19:15
Some Russians enjoy the sport of pigeon racing.

Did You Know? ... 03:45... 23:00
A Buddhist garden in Nottingham, England, brings serenity to many.

NEWSROOM CHRONICLE ... 00:45... 23:45
Zapruder Film ... 02:10... 25:55
Abraham Zapruder's heirs are awarded $16,000,000 for his film of JFK's assassination.

FYI: Stonewalkers ... 01:00... 26:55
Volunteers pull a memorial to civilians killed in wars from Massachusetts to Washington, DC.

CNN NEWSROOM CLOSE ... 01:05... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : U.N. Appointment

1. Who is Richard Holbrooke? What are some of the many "hats" he has worn? For what position did

President Clinton nominate him in June 1998? Why did it take so long for his confirmation?

2. How is Richard Holbrooke different from most other diplomats? What is his best-known diplomatic accomplishment? What war did this agreement end? Why were some critical of his efforts in negotiating the Dayton Accords? What allegations nearly derailed his nomination for U.N. ambassador? Do you think that someone who is described as "simultaneously brilliant and arrogant" would make a good ambassador to the United Nations? Why or why not?

3. Locate a copy of the U.S. Constitution in students' texts or on the web. Have them consult Article II, Section 2, and read about the presidential power of appointment. What positions can be filled by presidential appointment? What is advice and consent? How is advice and consent a limit on the presidential power of appointment? After brief discussion, divide students into groups and have them conduct research to find other times when presidential appointments have been held up or even rejected by the Senate. Have each group present its information, including a brief description of the political climate between the Legislative and Executive Branches at the time each nominee was being considered. How can political disagreements affect the Senate confirmation process? Discuss how advice and consent is an important component in the checks and balances system.

LINKS:
http://cnn.com/ALLPOLITICS/stories/1999/08/05/holbrooke/
http://news.bbc.co.uk/hi/english/special_report/1998/kosovo/newsid_190000/190803.stm
http://www.gi.grolier.com/presidents/aae/side/pofus.html
http://www.epn.org/tcf/recappt.html
http://www.mv.com/users/sos/Constitution.html

In the Headlines : In the Headlines

1. Where is the Shenandoah Valley? What does it typically look like at this time of year? What about this year, and what has caused the change? How has this year's weather affected the region's dairy cattle and farmers?

2. If you live on the Atlantic coast in the United States, has the heat and drought affected you this year? In what ways? If you do not live on this coast, have you ever experienced a drought? Has it caused temporary changes in your lifestyle? Explain.

3. Ask students to imagine what it would be like to depend on the weather for the success or failure of their work. What do they think they would have to do in order to keep themselves financially solvent when the weather hurt their livelihood?

LINKS:
http://www.cnn.com/WEATHER/9908/05/drought.02/
http://www.cnn.com/WEATHER/9908/04/us.drought/
http://www.cnn.com/WEATHER/9908/02/drought.01/

EDITOR'S NOTE:
Richard Holbrooke
Slobodan Milosevic
Dayton Accords
shuttle diplomacy
advice and consent
drought

YOUR DAILY DESK

Editor's Desk : News Soundtracks

1. Have you ever noticed the music that accompanies television news programs? Does it cause any particular reaction or recognition in your mind? Why or why not? What does this feature indicate about the importance of music to news programming?

2. In the feature story, Gary Anderson says, "You go with the emotion of what you're trying to do." If you have ever watched any news feature programs, such as "20-20" or "Dateline," discuss how the music used for the features affects your reactions to the story. Anderson also refers to "history in a documentary approach." In class, discuss documentaries you have watched and their use of music.

3. Consider the music you hear used in CNN Newsroom: Do you like it? Do you think it is appropriate to its subject matter? Explain.

4. Direct students to watch either a newscast, a TV news magazine (such as "20-20"), or a documentary when they are at home this evening, paying special attention to the music. In class tomorrow, hold a discussion of the role of music in journalism. What is its importance? How would the piece affect its viewers if it had no musical accompaniment?

LINKS:
http://www.garicomm.com/garicomm/home.html
http://www.615music.com/html/newsmusic.cfm
http://www.slpco.com/
http://www.webhangers.com/~tvthemes/potpourri/

EDITOR'S NOTE:
bumper
editorialize
proliferation

WORLDVIEW

Top of the World : Immigrant Slave Labor II

1. What does young designer Laura Jean Madrigano do to insure that factory workers sewing her clothes are treated fairly? Why does she do this? What other practices mentioned in the story help to insure that workers are treated fairly?

2. Do you think that the fair labor practices you discussed in Question 1 are difficult to implement? Explain. Why do you think that more designers do not follow Ms. Madrigano's example? Why can't workers rely on the Department of Labor's inspectors?

3. Do you think that it is easier for factory owners to exploit foreign immigrants rather than native-born U.S. citizens? Why or why not? In what other places in the world are you aware that similar or worse abuses take place? Do you think that it makes a difference that many of these countries do not have laws protecting workers? Does that make the practices acceptable? Explain.

4. The first three websites give more information about sweatshops, especially international ones used by U.S. companies. The last two offer suggestions for action. After your students study the poor treatment of workers in U.S. garment districts and abroad, have them brainstorm ways in which they can actively help. For example, they may choose to write letters to designers, companies, their

state representatives, or the president.

LINKS:
http://www.tbwt.com/articles/usa/usa145.htm
http://www.voice.neu.edu/961024/maria.html
http://www.nlcnet.org/nike/nikeindex.htm
http://uaw.com/solidarity/9707/01.html
http://www.cleanclothes.org/

Inside Russia : Russia Pigeon Races

1. What are the Russian men seen in this segment doing in their leisure time? About what percent of pigeons will make it home? How far do they have to fly, and how often? What reason is given for participating in this activity?

2. Learn and discuss what you can about homing pigeons using the websites listed below. How do scientists explain their ability to find their way home?

3. The activity of racing pigeons is also considered to be a sport. Ask students if they can think of other activities that do not involve human fitness but are considered sports. Do they think of these activities as sports? Why or why not? When including such pastimes, how should one define the word "sport"?

LINKS:
http://www.racingpigeondigest.com/
http://www.interbug.com/pigeon/
http://howandwhy.com/General/Pigeon.html

Did You Know? : Japan Buddhist Garden

1. What was the featured Buddhist garden before it was transformed? Where is it located? Who is allowed to enjoy its beauty?

2. What is a Buddhist garden? How do they differ from gardens you might see in your own neighborhood? Why do you think that people find peace when they visit them? Based on what you have seen, do you think that you would find them to bring clarity and internal happiness? Explain.

3. See if any of your students have visited a Japanese garden. If they have, ask them to relate the experience. Ask students to learn more about Japanese and Zen gardens by searching the websites listed. Have them write a Haiku, a Japanese poem of three lines consisting of five syllables, then seven, then five, to express their feelings about the gardens.

LINKS:
http://www.mcel.pacificu.edu/as/students/chee/garden.html
http://www.japanese-gardens-assoc.org/
http://pobox.upenn.edu/~cheetham/jgarden/

EDITOR'S NOTE:
brand label
labor laws
racing pigeon
Buddhist garden

NEWSROOM CHRONICLE

Zapruder Film : Zapruder Film

1. Who was Abraham Zapruder? What is the subject matter of Mr. Zapruder's 1963 home movie? What was the role of the arbitration panel? Why has the government financially compensated Mr. Zapruder's heirs for the film? How much money were Mr. Zapruder's heirs awarded? What is your opinion of the arbitration panel's decision?

2. Refer students to archival and online resources, including the websites below, to learn about President John F. Kennedy, the era in which he served, and the controversy surrounding his death. Ask students: How did the president's death affect the nation? Why has President Kennedy's assassination generated so much controversy? Do you think it is important that the public know the truth about President Kennedy's assassination? Discuss whether students believe the controversies surrounding President Kennedy's assassination will ever be resolved.

LINKS:
http://cnn.com/US/9908/03/zapruder.02/
http://www.informatik.uni-rostock.de/Kennedy/body.html
http://www.informatik.uni-rostock.de/Kennedy/WCR/app13.html
http://www.nara.gov/
http://www.nara.gov/nara/pressrelease/nr99-89.html

EDITOR'S NOTE:
John F. Kennedy
arbitration

FYI: Stonewalkers : FYI: Stonewalkers

1. Who are the Stonewalkers? Why have they pulled a granite headstone nearly 400 miles? What do they hope is done with the headstone? What needs to happen in order for their wish to come true?

2. Have you ever wondered why there are only memorials to soldiers and not to civilians killed in war? Do you think that memorials to killed civilians should be erected? Why or why not? What do you think about using the term "collateral damage" to refer to civilians who are killed in wars?

3. Have students design their own monuments to civilians killed in war. Have them explain their ideas to the class. The Hiroshima Peace Park is one example of a memorial to civilians who died when the U.S. dropped an atomic bomb on the city. Websites listed below can give students some ideas by detailing that memorial. Another website chronicles Maya Lin, the student who designed the Vietnam War Memorial.

LINKS:
http://www.broadnet.or.jp/nvc/hiroshima/Site/PeacePark/MapE.html
http://ns.csi.ad.jp/ABOMB/pmm.html
http://www.hellco.pair.com/lin.htm

EDITOR'S NOTE:
arbitration
Abraham Zapruder

John F. Kennedy
protest vets
stonewalkers
collateral damage
Hiroshima

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

August 9, 1999

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:45... 01:45

TODAY'S NEWS ... 01:15... 03:00
Top Story ... 04:00... 07:00
-Some Eastern states face their driest seasons on record.
-Not all of the drought's effects are negative.

Today in History ... 04:30... 11:30
Twenty-five years ago today, President Richard Nixon resigned.

YOUR DAILY DESK ... 00:30... 12:00
Environment Desk ... 02:20... 14:20
St. Catherine's Island is a valuable resource for studying endangered species rehabilitation.

WORLDVIEW ... 00:30... 14:50
Political Front ... 02:20... 17:10
Sandanista supporters celebrate the 20th anniversary of the revolution in Nicaragua.

Who, What, Where? ... 03:20... 20:30
Operation Smile gives many facially-deformed Palestinian children a new chance in life.

Who's Who? Hong Kong Makeup Artist ... 04:30... 25:00
An interview with Hong Kong makeup artist Zing explains his views on makeup and beauty.

NEWSROOM CHRONICLE ... 00:20... 25:20
Our World ... 02:00... 27:20
Teens weigh in on the latest anti-drug campaign.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Devastating Drought

1. Which U.S. states have been hardest hit by this summer's drought? Why were recent showers in New York City welcome but hardly an answer to the problem? How is the federal government stepping in to help farmers in the East? How is the drought affecting their agribusiness? How might

the drought affect you?

2. Locate the Chesapeake Bay on a map. What is a tributary? What are some of this bay's tributaries? How is the drought affecting the tributaries that lead into the Chesapeake Bay? What is the good/news bad news about the drought's effects on the bay? Why has the bay become a kind of working laboratory for biologists?

3. Challenge your students to use meteorologic data to make some predictions about the drought and its effects. Direct groups of students to the second website below for a June 1999 look at the drought and its effects. Then have them use other resources, including the last website below (The National Weather Service site) to update the June map. Have each group create an updated U.S. map for August 1999 and present it to the class. Ask each group to also make a prediction about the weather in this region for September and October, based on the information they gathered.

LINKS:
http://enso.unl.edu/ndmc/
http://enso.unl.edu/ndmc/impacts/us/usimpact.htm
http://www.nws.noaa.gov/

Today in History : Today in History

1. Who was Richard Nixon? How is he unique among U.S. presidents? Why was he forced to resign? What was Watergate?

2. What is the Nixon "caricature"? How do recent polls support the view that many, if not most, Americans view Mr. Nixon negatively? What do you know about the Nixon Presidency? Is your impression of Mr. Nixon a positive or a negative one? Explain.

3. What were some of the achievements of Richard Nixon's presidency? Have students work in groups to conduct research into these achievements and share their findings. To what extent do students think President Nixon should receive credit for normalizing relations with China? For ending the Vietnam War? Do students think the legacy of Watergate should outweigh those achievements? Discuss.

4. Use this opportunity to have students examine the Watergate scandal and its effects on the presidency. Have students work in groups to research the facts behind the scandal and its impact on the Executive Branch. Direct students to interview parents and older family members to learn more about their impressions of Watergate. Share and discuss group findings. Challenge each student to write an essay in response to this question: Was Watergate a "constitutional nightmare," as stated in the video, or a successful test of the constitutional process?

5. Generate a class discussion comparing the political scandal that engulfed the Nixon Presidency to that recently faced by President Clinton. What do students think about the behavior of each of these two men? How do students think history will "remember" each a century from now?

LINKS:
http://www.washingtonpost.com/wp-srv/national/longterm/watergate/splash1a.htm
http://www.whitehouse.gov/WH/glimpse/presidents/html/rn37.html
http://www.nixonfoundation.org/
http://www.mtholyoke.edu/acad/intrel/nixchou.htm
http://dowling.pvt.k12.ia.us/socstudies/nixonp/index.htm

EDITOR'S NOTE:
drought

U.S. Geological Survey
Chesapeake Bay
Watergate
Richard Nixon
caricature

YOUR DAILY DESK

Environment Desk : St. Catherine's Island

1. How is St. Catherine's Island different from the islands surrounding it? For what purpose is the island currently designated? How did this come about? Who is responsible for maintaining the island financially? Who are the only people that live there? Why? How successful has the endangered species recovery program been at breeding and reintroducing animals to their native habitat? Which animal was their first successful reintroduction?

2. How did the St. Catherine's Island Foundation ensure that the island would not be developed? What kinds of research do you think students do there? Which branches of science do they represent? How important do you think it is for the ongoing research there to be done in a totally natural environment? What precautions need to be taken by scientists when they do research in an outdoor laboratory such as this?

3. Have your students further investigate the types of research currently taking place on St. Catherine's Island. Once they understand the scope of current research, have students write letters to the St. Catherine's Island Foundation in which they explains what they would want to study if they were to be awarded internships there. Have students take turns sharing their letters and identify the general trends of interest for your class. Afterward, discuss as a class the "value" of having a place like St. Catherine's Island in which this kind of research can be done.

LINKS:
http://www.unc.edu/~dtkirkpa/stuff/radiated.html
http://www.envirolink.org/archives/enews/0415.html

EDITOR'S NOTE:
habitat
endangered species
native wildlife

WORLDVIEW

Political Front : Nicaragua Anniversary

1. Locate Nicaragua and Managua on a map. Why were Sandanista supporters celebrating in Managua? Why did Daniel Ortega lead guerillas to overthrow the government in 1979? What kind of government did they put in place of the dictatorship? What was the response of the United States? Why? Are the Sandanistas still in power? Is Daniel Ortega still an important figure in Nicaragua? Explain.

2. What is a Marxist government? In what ways does it differ from a democracy? Which kind of government do you think you would prefer? Explain.

3. Students may not be familiar with the Iran Contra Affair during Ronald Reagan's presidency. President Reagan's strong anti-Communist policies were connected with the illegal selling of U.S. arms to support the contra rebels. Challenge students to learn more about the history of the revolution and the role of the U.S. In class, discuss the decisions of countries and leaders that affected the history of Nicaragua in the 1970s and 80s, debating the ethics of these decisions. Ask students what role they think the U.S. should play in other countries' affairs.

LINKS:
http://library.advanced.org/17749/
http://www.countries.com/countries/nicaragua/
http://www.webcom.com/pinknoiz/covert/irancontra.html

Who, What, Where? : Gaza Volunteer Surgeons

1. Why could the Palestinian girl with a cleft lip not join her peers prior to surgery? What is a cleft lip? What program helped her and nearly 200 other Palestinian children? Why might these children not have been helped without such a program?

2. What kinds of cases was the team from Operation Smile willing to treat? Do you think the doctors would have operated on a child who wanted fuller lips or a slightly smaller nose? Why or why not?

3. How might one determine the difference between "vanity" cosmetic surgery and the cases treated by physicians working for Operation Smile? Have you ever, or do you know a teen who has considered or actually had plastic surgery? Why do you think that it is important to be physically appealling? Why or why not? Do you think that people can become too concerned with physical appearance? Explain.

4. Students may be familiar with the film "The Man Without a Face," in which the main character was treated cruelly by his community because of major facial scars. Hold a roundtable discussion in which students discuss their reactions and feelings when they encounter people who have physical deformities. Ask: Do you think that you could look at and treat a person with a facial deformity the same way that you treat others? Why or why not? What makes people tend to shun people with deformities? Have students draw up a list of actions they can take to overcome a reluctance to interact with people whose appearance is out of the "norm."

LINKS:
http://arabchat.net/content/living/2_99/smile6.shtml
http://www.middlebury.edu/~gferguso/gaza.shtml
http://www.facial-plastic-surgery.org/

Who's Who? Hong Kong Makeup Artist : Who's Who? Hong Kong Makeup Artist

1. Who is Zing? For what is he famous? How does he determine the kind of makeup he will use on a client? What does Zing see in every face? What kind of advice does he give?

2. How do you define the difference between beauty and character? How does Zing believe that makeup can bring out these features in an individual? What do you think: Can makeup make someone more beautiful? Do you think that women look more beautiful when they have on makeup? Why or why not?

3. Discuss different definitions of beauty. Have students express their definitions by creating collages, using words and pictures from magazines. They may also choose to add drawings of their own.

LINKS:
http://www.performinc.com/

http://www.make-upsecrets.com/
http://www.makeupmag.com/

EDITOR'S NOTE:
Sandanista
Daniel Ortega
dictatorship
Marxist
Palestinian
cleft lip
Operation Smile
makeup artist

NEWSROOM CHRONICLE

Our World : Anti-Drug Ads

1. What are some of the images seen in the latest Clinton Administration anti-drug campaign? President Clinton says the first phase of the ad campaign contributed to a slight decline in youth marijuana use. Do you believe that this is true? Why/why not?

2. How do the students in the video feel about the latest ads? Why do you think they seem to have taken a cynical approach to the ads? Do you agree or disagree with their comments? Explain.

3. Lead a class brainstorming session to generate a list of ways that adults try to get the anti-drug message across to young people. Consider media ads, including celebrity ads, radio PSA's, print ads, drug education efforts, and the like. List these on the board. In class discussion, ask students to evaluate the effectiveness of each. What efforts seem to work? Which do not? What can be done to reduce drug use among young people? Challenge students to write letters to President Clinton offering their feedback and suggestions.

LINKS:
http://www.seattletimes.com/news/editorial/html98/altowen_071798.html
http://www.enquirer.com/editions/1998/07/10/loc_drugside10.html
http://www.mtv.com/mtv/news/gallery/s/sublime971031.html

EDITOR'S NOTE:
advertising blitz
drug use
decision making

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

August 10, 1999

Due to technical difficulties, there is no closed-captioning in today's program.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 02:00... 03:35
Top Story ... 04:30... 08:05
For the fifth time in 17 months, Russian President Yeltsin has appointed a new prime minister.

YOUR DAILY DESK ... 00:20... 08:25
Health Desk ... 03:10... 11:35
Warning: Golf can be a dangerous sport.

WORLDVIEW ... 00:30... 12:05
Top of the World ... 03:20... 15:25
Asian stock markets make a slow recovery from the economic crisis.

Divine Guidance: Little Lama ... 02:35... 18:00
Controversy exists between Tibet and China over the identity of the Panchen Lama.

Wild Kingdom ... 02:55... 20:55
One of Thailand's top universities has a fish hospital.

FYI: India Dance School ... 01:50... 22:45
Physically challenged students learn the movements of dance at this school in India.

NEWSROOM CHRONICLE ... 00:40... 23:25
Our World ... 04:05... 27:30
Cosmetic surgery for teens has doubled since 1994.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Russia Shake-up

1. Who is Sergei Stepashin? Who is Vladimir Putin? Why does the news feature suggest that Russian President Boris Yeltsin has dismissed Stepashin and appointed Putin? What is the job of the

Russian prime minister? In what ways is the Russian presidency similar to that of the U.S. presidency?

2. Explain the troubles in the Russian territory of Durgestan. What does the fighting in that region have to do with the change in the Russian government? How has the change affected reaction to the Yeltsin administration? Was President Yeltsin acting within his rights to dismiss Serge Stepashin? Why does the report suggest that he has chosen Vladimir Putin? What are Putin's qualifications for the position?

3. Why is the U.S. so concerned about the instability of the Russian government? In what ways can an inconsistent government affect Russian missile intelligence plans, U.S. business investments in Russia, and arms negotiations? What could be the historical implications if the government were to collapse?

4. Using the websites listed below, students can learn more about the political and regional turmoil in Russia. Form small groups within your class to report on the following: the presidency of Boris Yeltsin, the role of the Duma and politics in post-communist Russia, the state of the country's arsenal, the economic situation, and the history of disputes in the Caucasus region since 1994. Have each group consider the global implications of each of these subjects.

LINKS:
http://www.cnn.com/WORLD/europe/9908/09/russia.stepashin.04/
http://www.cnn.com/SPECIALS/1998/09/crisis.russia/
http://www.times.spb.ru/current/yeltsin.htm
http://cnn.com/WORLD/europe/9908/09/russia.unrest.01.ap/index.html

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EDITOR'S NOTE:
Vladimir Putin
Sergei Stepashin
Duma
Politburo
Dagestan

YOUR DAILY DESK

Health Desk : Golf Injuries

1. How many people have suffered serious golf injuries over the past few years? What are the most common types of golf-related injuries? Which area of the head is the most vulnerable to injury? Why?

2. According to the video, head and face impact injuries are the most common form of golf-related injuries. According to the Rhode Island Traumatic Brain Injury Resource Center, "brain injury is the leading killer and cause of disability in children and young adults." Refer to the websites below to learn more about the assessment and treatment of head injuries. Why do you think most injured golfers ignore their injuries and continue to play? What are the potential health hazards of ignoring a face or head injury?

3. Sports medicine is an area of science that is dedicated to the prevention and treatment of sports-related injuries. Sports medicine practitioners achieve their goals through a wide range of endeavors, including developing protective equipment, conditioning practices, injury treatment techniques, instructional methodologies, and safety rules. Invite a sports medicine practitioner to your class to talk about golf safety and the treatment of golf injuries. Then, have students develop a

pamphlet of "golf smart" guidelines to promote golf safety and prevent golf-related injuries. Provide a copy of the pamphlet to your school's media center and athletic department.

LINKS:
http://cnn.com/HEALTH/diet.fitness/9905/21/golf.injuries/
http://www.ipsm.org/
http://www.mayohealth.org/mayo/askphys/qa980323.htm
http://www.providence.edu/ritap/tbi_fact.html
http://home.vicnet.net.au/~sportrec/sinjury/golf.htm
http://www.deaconess-healthcare.com/library/orthopaedics/golfinjuries.html

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EDITOR'S NOTE:
golf
head injuries
temporal area

WORLDVIEW

Top of the World : Asia Recovery

1. What is the baht? How did the baht become "a symbol of economic collapse"? What other countries and regions have felt the effects of Asia's economic problems?

2. According to the video, what evidence supports the claim that Asian economies may be recovering? Why do you think the pace of recovery is uneven? Consider what you know about the stock market in the U.S. What kinds of events, economic and political, have an impact on the market? How do good and bad news affect investor confidence? Offer your theories on what factors are responsible for positive responses by the Asian markets.

3. Refer students back to the video and ask: What is a critical factor in Asia's economic recovery? Why is bank reform so important? Discuss the reasons behind the high percentage of bad loans in countries like Thailand and Indonesia. Invite a local banker to address your class on loan practices in the U.S. Ask the banker to address loan requirements such as collateral and appraisals. Discuss how lending practices and regulations reduce the risk for the lender. Ask: How might the implementation of such practices and regulations have long-term effects on Asian economies?

LINKS:
http://www.usis-israel.org.il/publish/press/worldbnk/archive/1998/january/wb1128.htm
http://www.mofa.go.jp/policy/economy/measure98/asia.html
http://www.worldbank.org/html/extdr/asian_crisis/backingreform.htm
http://www.imf.org/external/index.htm

Divine Guidance: Little Lama : Divine Guidance: Little Lama

1. Who do some Tibetan Buddhists believe 11-year old Gyaltsen Norbu is? Why do Tibetan exiles disagree? Who is Gendun Choekyi Nyima? Who has declared him to be the real Panchen Lama? Where does the Dalai Lama live today?

2. Who is the Dalai Lama? How is he a source of controversy in China? Why has China's government come under fire for its treatment of Tibet? Have students work in groups to research the current status of Tibet and the exile of the Dalai Lama and share their findings. Discuss the extent of religious freedom in China. Ask students to consider the Chinese government's possible motivation

for choosing a Panchen Lama over the Dalai Lama's objections, and why Chinese authorities would detain Gendun Choekyi Nyima.

LINKS:
http://www.pbs.org/wgbh/pages/frontline/shows/tibet/china/panchen.html
http://www.tibet.com/PL/dec6a.html
http://www.magicoftibet.com/realities.html

Wild Kingdom : Fish Doctor

1. Where is Thailand's fish hospital located? What are some of the cases that Dr. Nantarika Chansue sees? Besides fish, what other aquatic animals does this hospital treat? In a developing country where skills are scarce, do you think Dr. Chansue is wasting her skills on fish? Explain. How does she respond to that question? What lured her to aquatic medicine?

2. What common diseases and ailments plague aquatic pets? Survey students to find out how many have ever owned pet fish, and discuss the needs of aquatic pets and other sea creatures. Divide the class into groups and have each conduct research to learn more about the care of aquatic pets. Groups may wish to consult the Internet, veterinarians, and caretakers at a local aquarium or pet store for information. Have groups combine what they have learned into an informative booklet on caring for aquatic pets.

LINKS:
http://www.aqualink.com/columns/k-hands5.html
http://www.pbs.org/saf/4_class/44_guides/guide_805/4485_fish.html
http://www.seaworld.org/Zoo_Careers/zcgetready.html

FYI: India Dance School : FYI: India Dance School

1. What kind of dance is taught at the Anjika School in Calcutta, India? What do you think inspired the school's founder to start dance classes for the physically disabled? How do the students inspire others at the school?

2. Physical activity, including dance, is beneficial to most people. Divide the class into groups and have each research the benefits of physical activity for a different group of people, such as the aging, the physically challenged, and young children. Have each group report on its findings and define the prescribed limits of that activity, as well as its benefits, for that particular kind of person.

LINKS:
http://www.womenswire.com/goodnews/odds/d0401feature.html
http://thedailyapple.com/level3/l3/pdhml3.htm
http://www.ksu.edu/kines/ex-prevent.html
http://www.agenet.com/surgeon_general.html

EDITOR'S NOTE:
baht
International Monetary Fund
Tibet
Panchen Lama
Bangkok
aquatic

NEWSROOM CHRONICLE

Our World : Teen Cosmetic Surgery

1. Why are so many teens choosing to have cosmetic plastic surgery? What are the most common procedures that teens have performed? What, according to plastic surgeons, are the "right reasons" for teens to choose plastic surgery? Why do most teens need the support of their families? How do they handle explaining their physical changes to their peers?

2. Do you think that you would benefit from cosmetic plastic surgery? Why would you or would you not choose to undergo the procedures? Do you know any young people that have had plastic surgery? If yes, are they glad they chose to have the surgery? Explain. Is plastic surgery a topic of discussion among your peers? Why or why not?

3. How important do you think it is to conform to your society's standards of physical beauty? Do you believe that being physically attractive makes a difference in your personal life? In the business world? Why or why not? Why do you think that people are so consumed with being physically beautiful? What do you think this says about modern society?

4. Have students write personal essays beginning with, "If I could change one thing about my appearance, it would be..." Within the essay, have them also address these questions: What is beauty? How important is physical beauty? Do I think I am beautiful? Why or why not? Do I think that I am physically beautiful? Explain.

LINKS:
http://www.facial-plastic-surgery.org/
http://www.surgery.uiowa.edu/surgery/plastic/
http://www.cosmetic-surgery.net/

EDITOR'S NOTE:
cosmetic plastic surgery
rhinoplasty
odoplasty
parental consent

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

August 11, 1999

Today's program is not closed-captioned, due to technical difficulties.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:30... 03:05
Top Story ... 04:15... 07:20
-A national survey on youth violence yields surprising findings.
-America's kids are happy with their lives, according to a new survey.

YOUR DAILY DESK ... 00:20... 07:40
Business Desk ... 02:20... 10:00
Supermarkets look for a different kind of "chip" to determine their Y2K readiness.

Business Desk Extra: Art Market ... 02:30... 12:30
Improved economies bring new buyers to the art market.

WORLDVIEW ... 00:35... 13:05
Political Front ... 03:20... 16:25
Chinese victims of biological warfare during WW II seek compensation from Japan.

Look It Up: Cyprus Anniversary ... 03:20... 19:45
Twenty-five years after Turkish troops invaded, Cyprus remains a divided island.

Did You Know? ... 02:00... 21:45
Australian doctors begin clinical trials on a device that restores movement to paraplegics.

Culture Watch ... 01:35... 23:20
The art of calligraphy dates back to the earliest times of Chinese history.

NEWSROOM CHRONICLE ... 00:20... 23:40
Look it Up ... 00:30... 24:10
What is an entrepreneur?

Our World ... 03:15... 27:25
Programs in some states help teen moms become educated and financially independent.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Kids and Violence

1. What did the latest Horatio Alger Association Survey reveal about students feeling safe at school? Do you think recently publicized incidents of school violence are fueling those fears? Explain.

2. In spite of the increased number of students who do not feel safe at school, what evidence counters the belief that school violence is spinning out of control? Cite specific data published by the Center for Disease Control in your response. Are students in your school fearful of violence? Do you think the CDC's information would help to calm any fears? Why/why not?

3. What positive conclusions can be derived from the Horatio Alger Association Survey? Briefly describe what kids think about their lives, their education, and their future, according to the survey. What is a role model? Who are some positive role models among those surveyed? Do you have a role model? If so, who is this person, and why do you look up to him/her?

4. Challenge students to examine their own lives in terms of some of the survey topics mentioned in these two reports. Direct students to write journal entries about the positives and negatives in their lives. How do they feel about their futures? Their education? Who are their role models? Do they feel safe in school? After students have written their thoughts, generate a class discussion about the recent surveys on these subjects. Do students generally agree or disagree with the survey responses?

LINKS:
http://cnn.com/US/9908/10/california.shooting.06/
http://www.horatioalger.com/pubmat/surpro.htm
http://cdc.gov/ncipc/dvp/yvfacts.htm
http://insidedenver.com/shooting/0516voic0.shtml
http://www.rolemodel.net/
http://www.msu.edu/~packardb/rolemod.htm

EDITOR'S NOTE:
CDC
vulnerability
role model

YOUR DAILY DESK

Business Desk : Supermarket Y2K Readiness

1. What are microprocessor chips? Where are they found in a grocery store, and what are their functions? How could these chips be affected by Y2K? What are some components found in a grocery store that are controlled by embedded microchips? How might failure of these chips to be Y2K compliant cause inconvenience for shoppers? How is "inconvenience" translated into dollars and cents for store owners?

2. Why is finding and testing micropressor chips such a challenge for grocery store owners? How is Patrick Bossert trying to help? What does his invention, the "Delta T probe," do? For which other invention is Bossert famous?

3. Challenge students to tour their local grocery stores to learn more about their Y2K preparations.

Have students ask to talk to the manager of the store, if possible, to see what the store has done to enable smooth operation through January 1, 2000. Students should consider such functions as inventory control, refrigeration, weights and measures, and elements of the physical plant, such as electricity, automatic doors, etc., in their questioning. Ask students to write formal reports of their findings. Which stores in your community appear best prepared to deal with Y2K?

4. U.S. Department of Agriculture Secretary Dan Glickman recently reported to the Senate Committee on Y2K Readiness. The Secretary reported that the USDA has examined Y2K readiness in each of these areas: Ranchers and Farmers, Rural Electricity Providers, Food Companies, Transporation Services, and Food Importers and Exporters. Write the categories on the board and divide the class into five groups. Have each group choose one of these areas and conduct research to learn more about its Y2K readiness. Secretary Glickman is satisfied that these components of the U.S. food supply will be ready for Y2K; he says there will be minimal disruptions in food production and services. Do students agree? Have each group present its findings.

LINKS:
http://www.usda.gov/news/special/ctc5.htm
http://www.usda.gov/aphis/FSWG/y2kready.html
http://www.usda.gov/aphis/FSWG/grocery.html
http://www.usda.gov/aphis/FSWG/intro.html

Business Desk Extra: Art Market : Business Desk Extra: Art Market

1. Why are more people buying original artwork? Who are these new buyers? Where are they finding the artwork that they purchase? What problem must galleries solve in order to become more profitiable?

2. Do you like to create artwork? If yes, have you ever thought about selling your creations? How would you market the art? Or if you would be a buyer rather than an artist, on what factors would you determine your purchases?

3. The World Wide Web has moved from a vehicle of information to also become a mass marketing medium. Have students look at the websites listed below and the artwork they represent for sale. Ask them to find some pieces that they like and to write down why they like them and the asking prices for the art. Discuss: Would you spend that much money on a work of art that you can only see on a computer screen? How might viewing the actual piece differ from viewing it online? How do you think that art sellers can best market their products? Do you think that the Internet is a good marketing tool for artwork? For products in general? Why or why not?

LINKS:
http://www.nextmonet.com/jspages/NmS_1.jsp
http://www.4artsales.com/main.shtml
http://www.art-smart.com/

EDITOR'S NOTE:
Y2K
microporcessor
embedded chips
Y2K compliant
middle market
art market
galleries

WORLDVIEW

Political Front : China-Japan War

1. Why have 108 Chinese citizens filed a lawsuit against the Japanese government? How has the Japanese government responded to the lawsuit? What was Unit 731? Why did the American government grant immunity to Unit 731? What legal obstacles might prevent the Chinese from winning their lawsuit?

2. Have students share what they know about biological weapons, including anthrax and the plague. Next, to enable your class to better understand the issues of biological warfare, refer students to the last four websites below to identify the answers to the following questions:
   1. Why are biological weapon dangerous?
   2. Why is anthrax considered to be one of the deadliest biological weapons?
   3. How do biological weapons differ from nuclear and chemical weapons?
   4. How can nations defend against biological weapons?
   5. What are the ramifications of a biological weapon being used on a society?
   6. What is the 1972 Biological Weapons Convention?

   Following discussion of these questions, have students consider whether atrocities similar to those committed by Unit 731 could happen again.

3. President Reagan apologized to the Japanese Americans sent to internment camps during World War II. The survivors were also compensated. Generate a class discussion about the value of an apology as a gesture toward a group of people and whether mass apologies promote healing or division. Should the Japanese compensate Chinese war victims and their descendants? Should the U.S. government assume responsibility for having granted Unit 731 immunity? In your opinion, how much responsibility, if any, do those living today bear for wrongs committed by their ancestors?

LINKS:
http://cnn.com/WORLD/asiapcf/9811/28/jiang.japan/index.html/
http://cnn.com/WORLD/asiapcf/9811/26/japan.china.02/
http://cnn.com/WORLD/9708/29/japan/
http://www.pathfinder.com/@@RIDR6wcAdgN49IzX/asiaweek/97/0314/nat3.html
http://cns.miis.edu/research/cbw/index.htm
http://www.pbs.org/wgbh/pages/frontline/shows/plague/
http://www.fas.org/bwc/bwcweb.html
http://www.stimson.org/cwc/bwissues.htm

Look It Up: Cyprus Anniversary : Look It Up: Cyprus Anniversary

1. Locate Cyprus on a world map. What two nations are locked in a stalemate over possession of Cyprus? Why did Turkey send troops into Cyprus in 1974? How did Turkish Cypriots view the operation? How did Greek Cypriots interpret it?

2. What is the current status of Cyprus? Why do you think that the Turkish Republic of Northern Cyprus is recognized only by Turkey? How is the conflict having international repercussions?

3. The leader of the Turkish Cypriots says that "separation is the foundation of peace in Cyprus." In class discussion, analyze this statement. What does he mean? Do students think separate nations for Greek and Turkish Cypriots would lead to a lasting peace there? Why/why not?

4. Cyprus is not the only site on the map where territorial disputes have led to armed conflict. Divide the class into groups and have each group find another global "hot spot" that is a site of territorial dispute. Direct each group to learn more about the factions involved in the dispute, their claim to

the disputed land, the history of the conflict and the site's current status. Have groups report their findings. In which conflicts has the international community intervened? To what extent has the international community been successful? Discuss.

LINKS:
http://www.turkey.org/releases/012797.htm
http://www.lobbyforcyprus.org/index.htm
http://www.mfa.gr/foreign/bilateral/cyprus.htm
http://www.amnesty.org/ailib/aipub/1996/SUM/41700196.htm

Did You Know? : Australian Bionic Technology

1. What does the word "bionic" mean? What images are associated with this technology? How does the microprocessor device featured in the video live up to these associations? How might the device affect the lives of spinal cord injury victims? What other applications can you envision for bionics?

2. Have students refer to the websites below to learn about spinal cord injuries. Direct your students to consider how their lives would change if they were to become paralyzed from the waist down. Have each student write a paper describing the physical and psychological challenges that he/she might encounter as a paraplegic. As a class, identify whether or not your community provides access for people with spinal cord injuries. What can your community do to enhance the quality of life for individuals with spinal cord injuries?

3. Have small groups create designs for bionic solutions to human health problems. Group members should collaborate on a plan that states the nature of the condition and includes a simple blueprint or diagram of the proposed solution. Allow the class to debate the feasibility of each group's proposal.

LINKS:
http://www.sci.linkable.org/links.html
http://www.aqa.com.au/home.html
http://www.cchs.usyd.edu.au/rrc/
http://news.bbc.co.uk/hi/english/health/newsid_154000/154545.stm
http://userwww.sfsu.edu/~swilson/emerging/artre332.bionics.html
http://www.aleph.se/Trans/Individual/Body/bion_page.html

Culture Watch : China Calligraphy

1. What is calligraphy? What tools do Chinese calligraphers use? Where do many of Beijing's calligraphers display their art?

2. Have students search the Internet and other resources to see more examples of Chinese calligraphy. The third website below offers some strokes and characters that students can try themselves. Display student calligraphy in your classroom.

LINKS:
http://www.chinapage.com/calligraphy.html
http://www.isaacnet.com/culture/calligrf.htm
http://tqjunior.advanced.org/3614/
http://www.houstoncul.org/culdir/calli/call.htm

EDITOR'S NOTE:
statute of limitations

restitution
Cyprus
Ankara
Beijing
calligraphy

NEWSROOM CHRONICLE

Our World : Teen Mom Entrepreneurs

1. According to statistics, about how many children are born per hour to an American teen? What is likely to happen to these young mothers? What kinds of educational programs are helping some of these women avoid poverty? What is an entrepreneur?

2. What are some of the obstacles that teenage girls who become pregnant must overcome? How do you think that the entrepreneurial business classes can help them to beat some of these difficulties?

3. How are teens who become pregnant looked upon in your community? Do you think that the responses to these young parents are helpful or harmful? What do you think could be done in your town to improve the conditions for teen mothers, and ultimately increase the chances that their children can be successful?

4. The first three websites listed discuss teen pregnancy. Students can browse these sites and write a report about the situation, how they feel about it, and how they think that teens should be helped to prevent an increase in teen pregnancy and to support those who are teen parents and the babies of teens. As an alternative, students can research the "NIFTY" site and write about ways in which the organization helps low-income and underserved teens. Hold a discussion in which students can talk about teen pregnancy in your community and programs designed to help teen parents. They may draw up suggestions for the school or town that would help young teen parents become independent and involved members of the community.

LINKS:
http://www.intac.com/~jdeck/tahra/Tp1.html
http://www.cfoc.org/clock.html
http://babynet.ddwi.com/tlc/pregnancy/teenfact.html
http://www.nfte.com/
http://www.princesshouse.com/

EDITOR'S NOTE:
entrepreneur
teen pregnancy
high school equivalency diploma

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:45... 02:20
Top Story ... 04:30... 06:50
Millions view the last solar eclipse of the millennium.

In The Headlines ... 03:35... 10:25
GUNMAN SURRENDERS
UTAH TORNADO

YOUR DAILY DESK ... 00:30... 10:55
Science Desk ... 02:55... 13:50
Photovoltaic cells used in residential roofs can cut utility bills by 50%.

WORLDVIEW ... 00:30... 14:20
Top of the World ... 02:25... 16:45
Some Germans think the restoration of the Reichstag went too far.

Where in the World? ... 03:30... 20:15
Thousand of Palestinians have phones installed, a sign of emerging independence.

Inside North America ... 02:25... 22:40
People with a passion for history reenact the Battle of Gettysburg.

Wild Kingdom ... 01:05... 23:45
-Tiger cubs successfully bred in captivity in Thailand.
-Kenya helps endangered black rhinos.

NEWSROOM CHRONICLE ... 00:45... 24:30
ALS Composer ... 02:30... 27:00
Jason Becker uses only his eyes to compose the music in his heart.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Solar Eclipse

1. Why do you think so many gathered in places like Cornwall, England, to view yesterday's solar eclipse? What is the "line of totality"? How long did the totality last? How did those who viewed the eclipse describe the experience?

2. How was the solar eclipse received in Mexico? Why did some people believe it marked the end of the world? Who was Nostradamus? How did his 14th century prediction affect the behavior of many people yesterday? How did Mexico's political and religious leaders respond?

3. How did the ancients perceive solar eclipses? Have students work in groups to learn more about the myths and superstitions behind solar eclipses and share their findings. Discuss reasons why the ancients believed that the solar eclipse was "the eye of God," among other beliefs they held about this phenomenon. In spite of modern technology and space exploration, many old superstitions and beliefs exist about eclipses, as seen in this segment. Why do students think this is so?

LINKS:
http://cnn.com/TECH/space/9908/11/eclipse.04/
http://www.exploratorium.edu/eclipse/
http://pao.gsfc.nasa.gov/gsfc/eclipse/eclipse.htm
http://www.dur.ac.uk/Classics/histos/1998/stephenson.html
http://www.msnbc.com/news/146062.asp

In The Headlines : In The Headlines

1. With what crimes will Buford Furrow, Jr., likely be charged? Do authorities believe that he was working alone? What are "hate groups"? How might authorities determine whether Mr. Furrow's alleged actions are connected to a hate group?

2. What weather event occurred yesterday in Salt Lake City, Utah? Is this an area of the U.S. where one would expect to find tornadoes? Explain. Why do you think tornadoes rarely occur in Utah? Where is "Tornado Alley"? What is the Fujita Scale? How did yesterday's tornado in Salt Lake City rank on the Fujita Scale? What kind of damage does an F-2 tornado cause?

3. How do tornadoes form? What conditions are conducive to tornado formation? Have groups of students use the websites below and other resources to create presentations on tornado formation. After sharing group presentations, discuss the weather conditions that must have existed in order for the tornado to take shape in Salt Lake City. Challenge students to find out whether there is any place in the U.S. that is safe from tornado formation.

LINKS:
http://windows.ivv.nasa.gov/cgi-bin/tour_def/earth/Atmosphere/tornado/formation.html
http://www.sciam.com/explorations/052096explorations.html
http://www.nssl.noaa.gov/nws/50thqa.html
http://cnn.com/WEATHER/9908/11/salt.lake.tornado.05/

EDITOR'S NOTE:
cosmic
anticlimactic
Nostradamus
mystic
eclipse

Fujita Scale
"Tornado Alley"

YOUR DAILY DESK

Science Desk : Solar Roof

1. How does Evelyn Ramsey's house "work" for her? How does this affect her utility bills? How much of a reduction in cost will 250 photovoltaic roof tiles provide for an average-sized home? What incentive is the state of California offering to encourage the use of this non-polluting energy source?

2. What evidence does the story provide to show that the photovoltaic roof tiles add marketability for homes that have them installed? Do you think a larger study would provide the same results? Why/why not? Do you think a 10-15 year recovery period for the cost will detract from this technology's appeal? Explain. Why do you think a solar roof is more expensive to install than a conventional one?

3. In class discussion, have your students consider other applications for solar power and photovoltaic cells. Then divide the class into groups and challenge each to create a diagram or model of how photovoltaic cells would be used in that particular application. The last two websites below should be helpful. Have groups present their ideas and diagrams/models. Are there any downsides to the use of solar power to generate energy in each case?

LINKS:
http://www.iclei.org/efacts/photovol.htm
http://www.dpie.gov.au:80/netenergy/info/photovoltaics.html
http://www.history.rochester.edu/class/solar/cells.htm
http://www.pvpower.com/pvfaq.html
http://www.seia.org/aspindex.htm
http://alpha.fsec.ucf.edu/~pv/pvs_s1.htm#photo

EDITOR'S NOTE:
solar cells
utility
photovoltaic cells
watts

WORLDVIEW

Top of the World : Germany Reichstag

1. What is the Reichstag? Where is it located? Why do you think that Germans chose to return the capital to Berlin? What is controversial about the Reichstag?

2. If you lived in Germany, would you want the Russian graffiti to remain on the walls of your capital? Why or why not? Think of times in your country's history that portray inhumane incidents. Is it important to remember them? Why or why not? Would you want to be able to view accurate but terrible remnants of the events? Explain.

3. Philosopher George Santayana said, "Those who do not learn from history are doomed to repeat it."

Hold a discussion in which students ponder the following questions: Do you think the quotation is true? Why or why not? What kind of reminders are appropriate to recall the lessons of the past? Have students design what they believe is the best reminder of the Russian invasion of Berlin in 1945.

LINKS:
http://dailynews.yahoo.com/h/ap/19990808/wl/nazi_architecture_1.html
http://www.remote.org/frederik/culture/berlin/

Where in the World? : Palestinian Phones

1. Why is there excitement in Deir Qaddis? Why are new phones so important in Palestine? What do they represent? What are some other symbols of Palestine's independence?

2. How long have people in Deir Qaddis gone without phones? Do you make frequent use of a telephone? How would your life be different if you grew up without a telephone or other types of electronic communications?

3. Telephones are but a small symbol of Palestine's emerging independence. Find out how much students know about the history of Palestine since the Israeli occupation in the 1960s. Direct them to the websites below to learn more about the country's turbulent modern history. Then have them role play that they live in Deir Qaddis and are writing to a cousin in New York in anticipation of the big day when they will soon have a phone installed in their home. The letter should include what they have learned about the Israel/Arab confrontations as they reflect on the recent changes.

LINKS:
http://abcnews.go.com/sections/world/DailyNews/israel_maps.html
http://i-cias.com/cgi-bin/eo-direct-frame.pl?http://i-cias.com/e.o/westbank.htm
http://cnn.com/books/beginnings/9907/waging.peace/

Inside North America : Civil War Reenactment

1. How many people reenacted the Battle of Gettysburg in July, 1999? How many soldiers fought in the actual battle in 1863? How many people are involved in re-enactments worldwide? What reasons do they give for their participation? What are the economics involved in replicating history?

2. Have you ever taken part in or watched a historical reenactment? If yes, what was it like? Did it bring the history to life for you and help you to better understand the events? Would you like to become involved in this kind of hobby? Why or why not?

3. There are many ways to remember the past and its lessons. Have students list all the ways they can think of and discuss the relative merits of each. How important do they believe it is to remember the events of the past? Do they think that the "facts" of history change depending on the point of view that is given? When they study history, do they try to learn about events by studying more than one point of view? Why or why not?

LINKS:
http://www.eng.buffalo.edu/~asg5/gettysburg.html
http://www.sunspot.net/news/special/gettysburg/reenactment.shtml
http://www.historicalclothing.com/welcome.html

EDITOR'S NOTE:

Reichstag
construction commission
Palestine
Battle of Gettysburg

NEWSROOM CHRONICLE

ALS Composer : ALS Composer

1. What is Jason Becker's career? With what disease has he been diagnosed? How did Jason compose songs in 1996? How does he compose now? Where is his music being performed?

2. Do you ever "think" musically? How would you express the music you had created in your mind if your body could no longer function? Why do you think that Jason is willing to go to such extreme measures to continue making his music?

3. What is ALS? Direct students to consult the Internet and other resources to learn more about ALS, also known as Lou Gehrig's Disease. Discuss the physiology of the disease, its treatment and the efforts to find a cure.

LINKS:
http://www.alsa.org
http://www.bcm.tmc.edu/neurol/struct/als/als7a.html
http://www.als-phila.org/define.html
http://www.pharminfo.com/disease/mental/ALS.html
http://www.pslgroup.com/ALS.HTM

EDITOR'S NOTE:
ALS
"Lou Gehrig's Disease"
tracheotomy
compositions

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:15... 02:50
Top Story ... 01:50... 04:40
Hate crimes prevention raises civil liberties issues.

Around the World ... 03:10... 07:50
Fifty years ago, world leaders signed an agreement to make war more humanitarian.

YOUR DAILY DESK ... 01:30... 09:20
Editor's Desk ... 02:45... 12:05
Broadway touring companies bring live theater to over 15 million people nationwide.

WORLDVIEW ... 00:35... 12:40
FYI: Mexico Drugs ... 02:40... 15:20
Many Americans head to Mexico to buy cheaper prescription medications.

Culture Watch ... 02:30... 17:50
North and South Korea come together in a movie currently in production.

Culture Watch ... 02:05... 19:55
The land "Down Under" is becoming a movie mecca.

Taking Care of Business ... 01:55... 21:50
A shaky economy prompts the opening of a famous auction house in Thailand.

NEWSROOM CHRONICLE ... 00:40... 22:30
Canine Companions ... 02:35... 25:05
Troubled youths trains dogs for the physically challenged.

Beyond the Game ... 02:25... 27:30
Zack Hample makes collecting baseballs a Major League hobby.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Tracking Hate

1. What is a hate crime? Why are these crimes growing, according to the Anti-Defamation League? Why are they difficult to prevent? What must often happen before purveyors of hate crimes are stopped?

2. Why do you think that some individuals commit hate crimes? Can you think of any ways to prevent individuals from committing these crimes? Explain.

3. Hate crimes often begin with stereotyping and prejudice. Have you or has someone you know ever been the target of prejudice? If so, what was it like? Have you ever caught yourself making a hasty judgement of someone because of his or her appearance, beliefs, or culture? Why do you think that this kind of prejudice occurs? What kinds of steps can prevent it?

4. Have students consider the consequences of hate by researching a particular target of prejudice. Is there a group in their school or community that is the target of prejudice or hate crimes? If not, have students consider national news to research problems with hate crimes. Using information they can draw from the websites below and from their own experiences and opinions, have students create a presentation that can instruct others about the tragedy of hate crimes. Hate crimes need not be large-scale. Students could also choose to learn about peer mediation and present ways to avoid personal conflicts that can erupt into abusive situations. The last website listed offers information about peer mediation.

LINKS:
http://www.adl.org/
http://www.civilrights.org/lcef/hate/
http://www.stopthehate.org/
http://www.fbi.gov/ucr/hatecm.htm
http://www.pbs.org/forgottenfires/

Around the World : Geneva Convention Anniversary

1. What is the Geneva Convention? How many countries have signed the document? What is its purpose? Do you think that it has been successful? How have world conflicts changed since World War II? What organization monitors prisoners of war?

2. Do you think that there can be such a thing as "humane war"? Explain your answer.

3. Students can learn more details about the Geneva Convention by browsing through the first website listed. The third, Amnesty International, tracks human rights violations worldwide. Have students choose a current crisis zone and determine the humanity or inhumanity being shown to soldiers and residents. Ask them to share their findings with the class. Ask: Do they think the Geneva Convention produced a useful document? Why or why not?

LINKS:
http://www.asociety.com/geneva1.html
http://www.pray4pows.org/defs/geneva2.html
http://www.amnesty.org/

EDITOR'S NOTE:
infiltrate

advocate
interdiction
Anti-Defamation League
Geneva Convention
war crimes
atrocities

YOUR DAILY DESK

Editor's Desk : Touring Broadway

1. Where is Broadway? Why do Broadway theater producers send touring companies across the country? According to the story, how do the touring productions compare to seeing plays on Broadway?

2. What specific production techniques are demonstrated in the story? Were you aware of kinds of special effects that go into many Broadway productions? Do you think that this level of special effects is important? Why or why not?

3. What kinds of plays have you seen - at school, at church, at a community theater, a touring production, on Broadway? Have you ever watched a taped version of a staged play? If yes, how did it compare to watching one live on stage? What is the difference between watching a live production and a film? Do you have a preference? Explain. Have you ever been in a play or worked behind the scenes? If yes, what was it like?

4. Students may not have considered how many kinds of experts, from actors right down to pyrotechnicians, may be needed to bring a first-rate theater production to life on stage. You can use this feature to let students explore careers. Have them make a list of all possible jobs they can think of needed to produce a high-quality play. Ask: What kinds of experts are needed to create a final product that an audience sees on stage? Are any students interested in such jobs? Where, besides in a theater, can many of these kinds of employees be found?

   EXTENSION: If your school is currently producing a play, organize a class trip to one of the rehearsals. Have your students pay attention to the many jobs involved in producing the play, from actors and dancers to lighting technicians and props construction. Discuss how the separate parts work together to form a seamless, complete production.

LINKS:
http://www1.playbill.com/playbill/
http://www.broadway.org/league.html
http://www.infopls.com/ipea/A0152812.html

EDITOR'S NOTE:
Broadway
pyrotechnics
props
cue lights

WORLDVIEW

FYI: Mexico Drugs : FYI: Mexico Drugs

1. Why do many Americans cross the border into Mexico to buy their prescription medications? Why are the drugs cheaper there? How are some U.S. legislators trying to make the cheaper drugs available in the U.S.? Why do critics believe that this plan will not work?

2. What is the current condition of Mexico's economy? Have students work in groups to conduct research on the state of the Mexican economy, and share their findings. Discuss the international community's response to the financial crisis there and what the Mexican government is doing to help its country rebound. How do these facts help to explain why U.S.-made prescription drugs are actually cheaper in Mexico?

3. If the proposed legislation to allow medications to be re-imported passes, how might it affect consumers and drug companies? Pose this question to students, then divide them into small groups and have them consider the possible ramifications. Reconvene the class and ask each group what effects it thinks the legislation could have. Then have each student take on the role of either a U.S. pharmaceutical company representative or a consumer and write a position paper on the issue.

LINKS:
http://www.biochemist.com/pharmlist.htm
http://www.mexonline.com/colonial/aguacal4.htm
http://www.latinvestor.com/country/mexico.htm
http://www.usmcoc.org/index.html

Culture Watch : Korea Film

1. Where is the entire Korean portion of the film "On the Way" being shot? What is the focus of this segment? What is the DMZ? What other locations are sites for this film? What is the historical significance of each of these places?

2. The events associated with Hiroshima, Auschwitz and the Berlin Wall are all a part of the past, but the North-South Korea conflict is still very much a part of the present. Use this opportunity to help students become familiar with the Korean War. Who fought in the conflict? What issues were at the center of the war? What international forces became part of it? Was the war resolved? Discuss current relations between North and South Korea and why the DMZ still exists.

3. In this segment we learn that the film "On the Way" tells the story of a young girl and an old man in divided Korea. What might be each person's perspective on Korea's history and its future? Have each student choose the role of either the young girl or the old man, and choose to be from one of the two countries. Then ask each student to write a letter from that person to the other, offering his/her explanations for what has happened to Korea and what might happen in the future.

LINKS:
http://www.kimsoft.com/korea/eyewit.htm
http://www.clas.berkeley.edu/~korea/warevents.html
http://www.cyberverse.com/~costamun/topics/korean.htm
http://encyclopedia.com/printable/09795.html

Culture Watch : Australian Productions

1. What movies were recently shot in Australia? What TV projects are in the works there? Which famous Hollywood studio has a production center in Sydney? What are some reasons why producers are finding Australia so attractive?

2. What physical features make Australia an ideal setting for many movies? Have students use the Internet and other resources to learn more about Australia and its natural and historic attractions.

Share student findings in class discussion. Ask students: Could your community be a good setting for a movie? Challenge groups of students to write the plot and describe the setting for a movie that could be filmed in your hometown. What geographic features and man-made attractions would student producers highlight in their film?

LINKS:
http://202.139.243.100/links/movlinks.htm
http://202.139.243.100/guide/index.htm
http://www.excite.com.au/

Taking Care of Business : Christie's in Thailand

1. What is Christie's? Why has Christie's recently opened an auction house in Thailand? What kinds of objects will appear at its first sale, "The Treasures of Siam"?

2. What economic circumstances have led to Thailand's present economic woes? Assist students in conducting research to learn about the Asian economic crisis. Discuss how some Asian nations, including Thailand, have been impacted by the crisis. Is an economic crisis always a "crisis" for everyone? As a class, consider how some interests, such as investors and international travelers, are benefiting from Thailand's economic problems.

LINKS:
http://www.ukec.com/economy/chrono.html
http://www.washingtonpost.com/wp-srv/business/longterm/asiaecon/stories/asiaecon118.htm
http://www2.ari.net/econ-fin/recent.html
http://www.usa.or.th/embassy/thailand.htm
http://www.christies.com/

EDITOR'S NOTE:
pharmacies
antibiotics
FDA
DMZ
Panmunjom
Sydney
George Lucas
auction

NEWSROOM CHRONICLE

Canine Companions : Canine Companions

1. What do Brian Herera and Michael Stuebing have in common? Who is Max? How has he helped both boys? What program has Lu Piccard created? What special insights does she bring to her program? What long-term effects might the program have on both Brian and Michael?

2. Have you ever shared a relationship with an animal? What makes bonds between people and animals different than those between just people? In what other ways are animals used in ways that help humans?

3. Have students discover some of the ways in which animals help humans in their area. They can look at the suggested websites for more information on the ways in which animals are therapeutic

to humans. Then they can call organizations such as elder care facilities, pet shelters, police stations, organizations for those with visual impairments, or psychological facilities to discover specific ways that animals help members of their community.

EXTENSION: Students can write about an animal that taught them an important life lesson.

LINKS:
http://www.chennytroupe.org/
http://www.dog-play.com/therapy.html
http://www.lib.uoguelph.ca/Training/pathfinders/habond/h-a.htm

---

Beyond the Game : Beyond the Game

1. For what is Zack Hample known? What major magazine has featured him for his hobby? How many Major League baseballs has Hample collected? When did he catch his first? What techniques does he use to get so many balls? Why do you think that Fuji sponsors Zack's hobby?

2. Why do you think that baseball spectators are so taken by the idea of catching a Major League baseball? Do you have a particular sport, hobby, or passion that preoccupies you? How much time do you devote to it? What kind of satisfaction do you derive from your hobby?

3. Collecting baseballs and other baseball memorabilia is also a big business, and autographed balls are just some of the items fans can purchase online. Ask students why they think people collect items that relate to their favorite pastimes. To help them consider the answers to this question, have them create posters that illustrate hobbies or pastimes in which they are involved. The poster can include a collage demonstrating the hobby, sport, or interest and any items one can collect. Have students list items they have collected that are connected to this interest and write paragraphs explaining why the collectibles are important to them.

LINKS:
http://www.majorleaguebaseball.com/
http://www.mickeysplace.com/
http://www.fastball.com/
http://www.autoball.com/baseball.htm

EDITOR'S NOTE:
muscular dystrophy
emotionally disturbed
consecutive games
Major League
sponsor

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

August 16, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 02:00... 03:35
Top Story ... 02:30... 06:05
This past weekend's straw poll in Iowa is likely to narrow the GOP presidential field.

YOUR DAILY DESK ... 00:45... 06:50
Environment Desk ... 01:55... 08:45
More efficient turbines have been developed for using wind as an alternative energy source.

Environment Desk Extra: County Fair Drought ... 03:25... 12:10
A county fair demonstrates the problems of this year's drought.

WORLDVIEW ... 00:20... 12:30
Top of the World ... 02:15... 14:45
Mexico grapples with the issues of an ageing population.

Inside Europe ... 03:05... 17:50
The Kashubian minority of Poland wants its language and culture protected.

Culture Watch ... 02:55... 20:45
Ugandan-born Samite makes music that belongs to the world.

Check It Out: Philippine Traffic Taxi ... 01:20... 22:05
Trolley taxis are a bargain but a dangerous mode of transportation in Manila.

NEWSROOM CHRONICLE ... 00:20... 22:25
Commitment Community: Get Out Spoke'n ... 01:55... 24:20
A national campaign encourages youth to get involved with the environment and community.

Our World ... 03:05... 27:25
Students anticipate their return to Columbine High School.

CNN NEWSROOM CLOSE ... 00:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Democracy in America

1. What is a straw poll? Is it important? Why or why not? Who participates in the Iowa straw poll? Why don't all presidential candidates participate? How does the straw poll differ from the primaries and caucases that will occur next year? Who were the top three candidates in the Iowa straw poll? How might that affect the other candidates?

2. Senator John McCain called the Iowa straw poll a "show of money." What does he mean by that? How important do you think money is to presidential campaigns? How do you think this affects the country's choice of candidates?

3. Of the candidates running for the 2000 presidential election, who is currently your favorite? Why? How much do you know about the candidates in both major parties?

4. Challenge students to learn more about the straw poll, primaries, and caucases, and the finances involved in running a presidential campaign. Hold a debate in which they discuss whether or not they believe that elections are won by the most qualified candidates or those with the most money and influence. Encourage them to use specific examples to support their opinions.

LINKS:
http://www.cnn.com/ALLPOLITICS/stories/1999/08/14/behind.the.scene/
http://www.cnn.com/ALLPOLITICS/stories/1999/08/14/iowa.saturday.02/
http://www.cnn.com/ALLPOLITICS/stories/1999/08/14/president.2000/iowa.color/
http://www.washingtonpost.com/wp-srv/politics/wh2000/stories/gop081699.htm
http://www.policy.com/issuewk/98/0914/

EDITOR'S NOTE:
straw poll
endorsements
primary
caucus
party convention

YOUR DAILY DESK

Environment Desk : Giant Windmills

1. Who is the global leader in using wind energy? Where is the U.S. ranked on wind energy use? What incentives helped encourage the improvement of wind generator technology? How cost efficient are the new turbines at generating electricity (cost per kilowatt hour)?

2. What are the advantages and disadvantages of generating electricity using wind turbines? What disadvantage of wind energy will have to be "carefully managed in order to meet the President's goal for the year 2020"? How do you think the cost per kilowatt hour of the new wind turbines compares to other methods of electricity generation?

3. To better understand wind turbines, have your students make a primitive turbine and infer how wind is used to make energy.
    1. Group students. Each group will need a small piece (two or three inches) of the inner tube from a paper towel roll, a long thread of copper wire, a sensitive volt meter, and a small,

powerful magnet.
2. Have your students wind the long thread of copper wire around the cardboard tube.
3. Connect the wire at both ends of the tube to opposite ends of the volt meter. The more sensitive the volt meter, the better.
4. Holding the magnet with two fingers of one hand, students should pass it back and forth into the cardboard tube several times while watching the volt meter. They should see the needle jump back and forth. The students have just made a primitive turbine.
5. Next, discuss how the motion of the wind could be used to move the tube with coils back and forth over the magnet.
6. Have students draw what the connecting part might look like. Then have them draw what they think the inner workings of the new wind turbines might look like.

Have students search the Internet and other media to find diagrams of new wind turbines to see how close their drawings came to the actual wind turbines.

LINKS:
http://www.awea.org/
http://www.eren.doe.gov/wind/
http://sln.fi.edu/tfi/units/energy/windguide.html

Environment Desk Extra: County Fair Drought : Environment Desk Extra: County Fair Drought

1. How do exhibitors usually present their horses and cattle? Why is it difficult to show the animals in their top condition this year? How are the vegetable exhibits different this year? How are the exhibitors reacting to the restrictions at the fair? Why do you think that an exhibitor said he would prefer rain to a first place win at the fair?

2. Direct students to discuss how the mid-Atlantic drought will affect or has already affected them, regardless of where they live.

LINKS:
http://www.enn.com/enn-news-archive/1999/08/080499/drought_4785.asp
http://enso.unl.edu/ndmc/
http://www.cnn.com/WEATHER/9908/15/drought.01.reut/

EDITOR'S NOTE:
watt
wind turbine
Bill Richardson
drought
Holsteins

WORLDVIEW

Top of the World : Mexico Population

1. What is happening to Mexico's population? Explain why this is the trend. How will the ageing of Mexico's population affect the future of all its people? Who or what will provide for the elderly? Why will the elderly be less able to rely on younger family members?

2. What does the official mean when he says, "We must make sure that social death does not precede biological death..."? Generate a class discussion around the term "social death." How might others (i.e., the government, charitable organizations) prevent a person from "social death"?

3. Challenge students to compare what is happening in Mexico with population trends in their own community. Assist students as they consult local government offices to learn more about the demographics of their town, city or state. Ask: Is your community's population ageing? If so, lead a class brainstorming session to generate a list of issues your community will face regarding its ageing population. Divide the class into groups and have each develop a plan of action for dealing with each of these issues.

LINKS:
http://www.bis.org/publ/gten04.htm
http://www.york.ac.uk/student/su/essaybank/economics/population_ageing.htm
http://www.census.gov/population/www/index.html
http://www.census.gov/population/www/dbna/db-aging-toc.html

Inside Europe : Poland Kashubians

1. Who are the Kashubians? Where does their language and culture exist? Why were the Kashubians ignored for the past five decades? About how many Kashubians exist in Poland? What percent of Poland's people can read and write Kashubian?

2. What do Kashubian leaders want from Poland's government? How is Kashubian a "second soul" for these Poles? How are the Kashubians preserving their history and culture?

3. In class discussion, have students consider the political, social and economic consequences of the Kashubians' demands. Discuss the benefits and drawbacks of bilingual signs and official status for the Kashubian language. Then organize a class debate around this point: RESOLVED: The Polish government should offer protection and official status for Kashubian.

LINKS:
http://christusrex.org/www3/ethno/Pola.html#CSB
http://christusrex.org/www1/pater/JPN-kashubian.html
http://www.polishworld.com/pwenglish/pwarts/pwacculcen_1.html

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Culture Watch : Ugandan Musician

1. Who is Samite? What is his country of origin? Where does he live now? How would you describe his music? What is the title of his latest CD? Explain how he arrived at this title.

2. Samite is a talented musician who is also known for his lyrics. Have students bring in recordings of some of their favorite lyrics, and after you have reviewed them, share them with the class. Challenge the class to imagine the music they have heard without the lyrics. Discuss what meaningful lyrics do for musical composition.

LINKS:
http://www.samite.com/
http://www.samite.com/refugee/talk/talk1.html
http://www.windham.com/artists/Samite.html

Check It Out: Philippine Traffic Taxi : Check It Out: Philippine Traffic Taxi

1. Where can one find trolley taxis discussed in the feature? How do they operate? How much does a trolley taxi ride cost? Why is this a dangerous way to travel? Why do train engineers want trolley taxis banned?

2. Ask students: Why do you think trolley taxis exist? What forms of transportation exist in your community? Which are relatively inexpensive ways to get around town? In class discussion, have students consider some of the problems associated with transportation in their community, including inexpensive transportation such as bicycles. Divide the class into groups and have each group research some problems associated with your local transportation options. Then direct each student to prepare and deliver a brief speech addressing one of these problems and possible solutions to consider.

LINKS:
http://www.un.org/Pubs/CyberSchoolBus/special/habitat/profiles/manila.shtml
http://www.lonelyplanet.com/letters/sea/phi_pc.htm#Mov
http://www.canoe.com/TravelWorld/manila.html
http://www.inquirer.net/

EDITOR'S NOTE:
birth rate
population explosion
ageing
social investment
Kashubians
Samite
Manila
taxi trolley

NEWSROOM CHRONICLE

Commitment Community: Get Out Spoke'n : Commitment Community: Get Out Spoke'n

1. What is Earth Force? What program has the organization promoted? How has it worked out in Santa Barbara? What kinds of changes are kids helping to implement in their city?

2. What is an activist? Do you consider yourself an activist? Why or why not? Do you know any teens or adults who are activists? In what projects have they have been involved? Do you think it is important for citizens to take an active role in their communities? Explain.

3. Brainstorm with your class to generate a list of local issues that need attention by the community. Have groups of students each take an issue and write down ways in which students can develop and work on a project to tackle the issues. See if a member of the local government will come to your classroom to hear the proposals of your class. If possible, have interested students carry a project through to completion.

   EXTENSION: Have students look up the Earth Force website (listed below) and become involved in an Earth Force project in their own community.

LINKS:
http://www.earthforce.org/
http://www.kidscare.org/kidscare/index.htm
http://www.keyclub.org/

Our World : Columbine Reopens

1. How was Stephanie Munson injured last spring at Columbine High School? Why does her family

consider themselves lucky? How do Stephanie and her sister Jennifer feel about returning to Columbine High? What have they done to help themselves and victims of the shooting cope? How do Patrick Ireland's responses and his situation differ from the Munson girls'?

2. How do you think you would feel if you were returning to school at Columbine this year? How do you feel about having the school's tragedy reappear in the news? What do you think would be the most appropriate response of the public and the media as Columbine students return to school?

3. Challenge students to consider the events at Columbine and the media coverage during the tragedy, immediate aftermath, and now that the school is re-opening. Ask: Do you think that the media coverage of this situation has been informative, helpful, and/or appropriate? How much is enough? Can there be too much coverage? If yes, what might the adverse effects be? How has your school responded to the events at Columbine? Do you believe that the extensive media coverage increases the chances for copycat crimes to occur in other schools? Explain.

LINKS:
http://www.cnn.com/US/9908/15/columbine/
http://www.cnn.com/US/9908/06/columbine.tour/index.html
http://www.vpc.org/press/9904col.htm

EDITOR'S NOTE:
Earth Force
pedal power
activist
memorial bears
Columbine High School

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August 17, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:15... 02:50
Top Story ... 01:50... 04:40
The Russian Duma approves Vladimir Putin as new prime minister.

In The Headlines ... 04:25... 09:05
DROUGHT AFFECTS WATER LEVELS, AIR QUALITY

YOUR DAILY DESK ... 00:20... 09:25
Health Desk ... 04:05... 13:30
What you eat now could impact your health later in life.

WORLDVIEW ... 00:30... 14:00
Political Front ... 02:20... 16:20
As Peru celebrates the country's independence, many criticize its president.

Wild Kingdom ... 02:40... 19:00
Some African elephants are abused as they await relocation.

Culture Watch ... 02:15... 21:15
After Sri Lanka's holiest shrine is bombed, older artworks are found hidden in its walls.

FYI: Sydney Opera House ... 02:55... 24:10
The Sydney Opera House is a breathtaking symbol of its country.

NEWSROOM CHRONICLE ... 00:35... 24:45
Our World ... 02:15... 27:00
As a new school year begins, U.S. schools work to improve safety.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : New Leadership

1. Who is Vladimir Putin? How many prime ministers has Russia had over the past 17 months? Why did the deputies approve Mr. Putin's appointment so quickly? What crisis awaits Prime Minister Putin as his first "real test"?

2. Where is Dagestan? What is happening there that has Russian officials worried? Have students use the Internet and other sources to learn more about the uprising in Dagestan, and share their findings. Refer back to the scenario suggested by Russian media in the story: How could President Boris Yeltsin use the rebellion to extend his own political lifespan? Discuss.

3. Why should students in the U.S. be aware of and care about Russia's political climate? Pose this question to the class. Then assist students in conducting research to learn more about the domestic and international concerns facing Russia's government and share their information in class discussion. Divide the class into small groups. Have each group create a diagram or web that illustrates how what happens in Russia could have political or economic consequences in the U.S.

LINKS:
http://cnn.com/WORLD/europe/9908/16/russia.putin.03/
http://www.itar-tass.com/newsdir.htm
http://www.stratfor.com/CIS/todaysnews.htm

In The Headlines : In The Headlines

1. Why are some people in the Mid-Atlantic states praying for rain? How is the drought affecting places like Richmond, Virginia and river towns in Maryland? What will it take to relieve this water shortage?

2. What is smog alert? What has prompted the 31 day smog alert in Atlanta? Describe the conditions that are conducive to smog formation. How does smog affect people like Mary Stewart Campbell, who have asthma?

3. Which state has been hardest hit by smog? What is the only relief for prolonged periods of unhealthy air? What is the only way that humans can have an impact on smog levels? Although Los Angeles is still the "air pollution capital of the U.S.," it has experienced better air quality this summer. Why is this so? What do officials credit for the reduced smog? Which factor do you believe is most responsible? State your rationale.

4. Has this summer's weather affected your students' quality of life? Generate a class discussion centering on this question. Then divide the class into small groups and have each conduct research to learn more about summer weather problems. Discuss how drought, smog, thunderstorms and extreme heat challenge governments and ordinary citizens. Invite a local official or expert in an appropriate field to talk to the class about the human and economic costs of these summer weather occurrences.

LINKS:
http://www.junkscience.com/sep98/smogaler.htm
http://www.fullservice.net/~cincynature/enviroscan/smog.html
http://www.csmonitor.com/durable/1998/07/24/p1s2.htm
http://www.oxytherapy.com/air/levels.html
http://agnews.tamu.edu/drought/DRGHTPAK/DRGHT4A.HTM
http://hyperion.advanced.org/16132/html/droughtinfo/effects1.html

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EDITOR'S NOTE:

Vladimir Putin
Dagestan
Boris Yeltsin
credibility
Ozone
asthma
emissions

YOUR DAILY DESK

Health Desk : You Are What You Eat

1. How might your eating habits now affect your health later? Why do you think most teenagers pay little attention to their diets?

2. What are the five basic food groups? How many servings should you have from each of these groups daily? Why is skipping breakfast a bad idea?

3. For what two major long-term nutritional problems are teenagers most at risk? How do diets of teenage males compare to those of their female counterparts? In what mineral are teenage girls' diets typically lacking? How can a lack of calcium cause problems for women later in life? What nutritional problems do teenage boys risk with their eating habits?

4. In the video we learn that one key to healthy eating is making good choices. Discuss some of the healthy choices mentioned in the video. Then challenge students to implement some smart eating choices on their own.
    1. First, instruct each student to construct an eating diary for the next 24-hours.
    2. Tell each student to fold a piece of paper in half lengthwise. On the left-hand side, have each student indicate what he/she has eaten, including the quantity of food eaten and the time of day.
    3. After the 24-hour diary is complete, have each student look at the left side of the paper and replace at least three items with healthier options by writing a smarter choice in the right-hand column. For example, a student might replace ice cream with non-fat frozen yogurt.
    4. Have students share their diaries and smart eating choices with the class.

   Challenge students to implement some of their smart choices the next day.

LINKS:
http://www.ganesa.com/food/index.html
http://www.cyberdiet.com/
http://www.nal.usda.gov/fnic/
http://www.bu.edu/cohis/nutrtion/health/dietguid/teens.htm

EDITOR'S NOTE:
obesity
osteoporosis
calcium
eating habits

WORLDVIEW

Political Front : Peru Independence

1. Where is Peru? What two celebratory events coincided in Peru? To what success does President Alberto Fujimori lay claim? Why do some people want to replace Fujimori? Does Fujimori believe his policies protect human rights? What specifics do Peruvians use to disagree with Fujimori?

2. Have students use the websites below to learn more about the current politics and problems in Peru. Ask them to discuss what role, if any, they think the United States should play in Peruvian politics.

LINKS:
http://elections98.washingtonpost.com/wp-srv/inatl/longterm/worldref/country/peru.htm
http://cnn.com/WORLD/world.report/9907/17/
http://cnn.com/WORLD/americas/9904/28/peru.strike/
http://www.csmonitor.com/durable/1999/08/09/fp7s1-csm.shtml
http://www.harvard-magazine.com/mj96/right.violence.html

Wild Kingdom : Africa Elephant Abuse

1. Where is Botswana? Why is the country trying to reduce the number of elephants in its Tuli Game Reserve? What has happened to the captured elephants? Has the South African SPCA been helpful in solving the problem? Explain.

2. What do you think should happen to the elephants? What is culling? When there is an overpopulation of animals, do you believe that people should be allowed to hunt them? Why or why not?

3. Websites listed will give students more information on Botswana games reserves and the reports of the 30 young elephants. The story gives students an opportunity to consider ethical treatment of animals and man-made solutions to balancing populations. Ask: Why do you think that there are both over and underpopulation problems in the animal world? How have people both harmed and contributed to helping animal populations? How do you think that the current elephant situation in the Tuli Game Reserve should be handled?

LINKS:
http://ref.org.za/tuli/news/intuli/
http://www.wildnetafrica.co.za/bushcraft/dailynews/1998archive_4/archive_19981104_elehabitatmustim
http://www.saep.org/ierm/forDB/NCtuliSTAR031298.htm
http://www.gorp.com/gorp/publishers/menasha/africa/wil_bots.htm
http://www.wildnetafrica.com/wildlife/helping/index.html

Culture Watch : Sri Lanka Temple

1. What is a shrine? What is a relic? Why was Sri Lanka's holiest shrine bombed? What makes this site so important to Buddhists? How was the tooth said to come to Sri Lanka? How has the recent tragedy ended in a positive discovery?

2. What do you think is the significance of sacred relics to a community of belief? Are there any articles that you believe are highly representational and important to any of your beliefs? Explain. How might you react if something of long-lasting significance to you were destroyed? How do you think that the situation in Sri Lanka might have been different if the tooth had been destroyed?

3. Direct students to list and compare shrines and relics from their own traditions and countries to those of other cultures. Ask: In what ways are they similar? In what ways do they differ? How might learning more about valued objects and shrines from other cultures help to increase understanding and reduce prejudices and stereotypes?

LINKS:
http://www.harappa.com/photo/photo430a.html
http://www.ishius.com/kandy.htm
http://dspace.dial.pipex.com/town/parade/nm58/kandy2.htm

FYI: Sydney Opera House : FYI: Sydney Opera House

1. What is the basis of design for Sydney's Opera House? When did its construction begin? When was it supposed to be completed, and at what cost? What were the actual completion dates and costs involved? Why were the original estimates so inaccurate? How many people visit the opera house annually? Do you think that the cost was worth it? Explain.

2. What architectural structures are famous in your country? In what ways can they be considered symbols of the country? Are they important to you? Why or why not?

3. Challenge students to bring into class pictures of buildings they believe are national symbols of their country (or of another country with which they are familiar). As a class, examine and discuss the architecture. What do the buildings "say" about the country and society that celebrate them?

LINKS:
http://www.oznet.net.au/opera/
http://www.soh.nsw.gov.au/
http://www.fbe.unsw.edu.au/subjects/arch/5203/95-s1/craig/assign4/assign4.htm

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EDITOR'S NOTE:
Alberto Fujimori
human rights
Botswana
culling
Temple of the Tooth
relic
shrine
Buddha

NEWSROOM CHRONICLE

Our World : School Safety

1. What are some of the ways that schools are preparing for a new school year? Why is safety a major concern for many of them? Describe the efforts some schools are taking to improve safety.

2. One educator in the video talks about "the inability to choose" as the factor that creates stress, which can lead to violence. Explain what he means. Do you agree or disagree with this statement? Explain.

3. Ask students: According to the co-author of "Emotionally Intelligent Parenting," how should "emotional intelligence" compare to intellectual development? Who do students think should be responsible for a child's emotional development, the child's school or parents? Challenge students to write essays explaining their views on the role of parents and/or schools in the emotional development of a child. Share student essays and discuss how more attention to an individual's emotional well-being can promote school safety and academic achievement.

LINKS:
http://www.inmotionmagazine.com/pedro31.html
http://www.freep.com/news/education/qskul2.htm
http://www.ncsu.edu/cpsv/

EDITOR'S NOTE:
school tragedies
disenfranchised
emotional intelligence
social and emotional education

CNN NEWSROOM CLOSE

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:30... 01:30

TODAY'S NEWS ... 00:40... 02:10
Top Story ... 02:05... 04:15
TEACHERS: Please preview this story.
Turkey is caught in the agony of a major earthquake.

Earthquake Scale ... 03:45... 08:00
Geophysicists analyze seismic data from the Turkey quake.

Earthquake Aid ... 02:10... 10:10
The U.S. offers Turkey assistance in its rescue and aid efforts.

YOUR DAILY DESK ... 00:45... 10:55
Business Desk ... 02:10... 13:05
Many websites offer privacy policies to help protect their online customers.

WORLDVIEW ... 00:20... 13:25
Top of the World ... 02:45... 16:10
Widespread destruction of Indonesia's forests is being ignored by its government.

Did You Know? ... 03:00... 19:10
Controversy swirls around the Japanese flag and national anthem.

Sports Page: Snooker Champ ... 04:35... 23:45
Meet the rising star in the world of snooker.

NEWSROOM CHRONICLE ... 01:00... 24:45
Our World ... 02:05... 26:50
New York and other states use summer school to fight social promotion.

CNN NEWSROOM CLOSE ... 01:10... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Earthquake

1. Where are Istanbul and Izmit, Turkey? How does this earthquake measure in terms of devastation? Why are many still afraid to sleep in their homes? Why is rescue work difficult in the regions hit by the quake?

2. What is a fault line? Where else in the world are you aware of major fault lines and frequent earthquakes?

3. Direct students to read the latest headlines in newspapers and online to discover up-to-the-minute information on the crisis in Turkey. How do they think that reporters are able to get into such zones to relay information? Have students discuss the danger that correspondents and photojournalists place themselves into so that the world can be informed. Do students think that this kind of information is important for world citizens to know? Why or why not?

LINKS:
http://www.cnn.com/WORLD/europe/9908/17/turkey.quake.06/
http://news.bbc.co.uk/hi/english/world/europe/newsid_423000/423315.stm
http://www.earthquake.com/core.html

Earthquake Scale : Earthquake Scale

1. Scientists have departed from using the Richter Scale and now measure what they call "earthquake magnitude." What do seismic sensors detect? How far away can a sensor be to detect a major earthquake? To what can the energy released by the Turkish quake be compared? How does it compare to the two large earthquakes that struck California in the past 10 years?

2. Websites listed will tell students not only about the earthquake in Turkey but also about other major sites of seismic activity worldwide. After browsing these sites, have students pinpoint the areas most affected by earthquakes. Also direct students to research how to best protect themselves if they live or travel in an area prone to earthquakes.

LINKS:
http://www-seismo.hannover.bgr.de/turkey_990817.html
http://www.iris.washington.edu/seismic/60_2040_1_8.html
http://www.seismo-watch.com/
http://quake.usgs.gov/hazprep/index.html

Earthquake Aid : Earthquake Aid

1. What is the United States doing to aid the rescue mission in Turkey? An administration official described U.S. - Turkish relations as "Excellent, the best they've been in years." Do you think that the U.S. response would be the same if diplomatic relations with Turkey were unfavorable? Explain your answer.

2. Many NGOs (non-governmental organizations) are rallying to help victims and rescue efforts in Turkey. Interaction, American Council for Voluntary International Action, has listed organizations that have established funds and actions to help victims in Turkey. Challenge students to browse the sites to see what kind of aid is being offered. Determine as a class whether students would like to create a fund raiser to collect funds or supplies to send to Turkish relief. Ask: How would you determine with which organization you would cooperate?

LINKS:
http://www.interaction.org/

http://www.redcross.org/news/index.html
http://www.fh.org/findout/turkey899.html

EDITOR'S NOTE:
Anatolia geological fault line
seismograph
earthquake magnitude

YOUR DAILY DESK

Business Desk : E-privacy

1. According to the Federal Trade Commission, how safe is the information you give over the Internet? What are some things that websites do with the information they receive? What is meant by the term "privacy policy"? Why are some experts critical of the privacy policies of some websites?

2. The Internet is to a large degree, self-regulating. What does this mean? Does self-regulation appear to have worked in regard to e-privacy? Explain. Which do you think should be more involved in Internet regulation, the industry itself or the federal government? State the rationale for your answer.

3. Internet privacy is a two-way street: Consumers need to act responsibly and be aware of privacy pitfalls on the 'Net. Generate a class discussion about what consumers can and should do to protect their Internet privacy. Refer students back to the beginning of this segment and to the websites below to learn more about consumer tips for protecting their e-privacy. Initiate a class project, a list of tips for students who use Internet sites and want to make sure their information is secure. Make copies of the resource and distribute it to other classes.

4. Challenge students to surf the 'Net for their favorite sites, and determine which ones have privacy policies. Have students record and share their findings. What percentage of students' most popular sites address consumer privacy? Are students surprised by their findings? Encourage students to e-mail webmasters of the sites without privacy policies and ask the webmasters to address this issue.

LINKS:
http://www.privacyalliance.org/
http://www.privacyalliance.org/news/05121999.shtml
http://www.privacyalliance.org/resources/rulesntools.shtml
http://www.bbbonline.org/
http://www.truste.org/
http://www.ftc.gov/

EDITOR'S NOTE:
Federal Trade Commission
privacy policy
voluntary security standards

WORLDVIEW

Top of the World : Indonesia Illegal Logging

1. Locate Indonesia on a world map. What is happening to Indonesia's forests? What is the government doing about the illegal mining and logging? Who is conducting these operations? Why do you think they are more concerned with short-term profits than with long-term consequences?

2. What are some of the environmental consequences of Indonesia's illegal mining and logging? How do authorities react when conservationists report illegal activities to them? Why do you think the authorities have failed to act?

3. In the video we learn that the widespread destruction of Indonesian forests is directly related to the country's political situation. What is the current political situation in Indonesia? Have students work in groups to learn more about Indonesia's current political climate and share their findings. Discuss what is meant by a "political vacuum," and why one exists in Indonesia. How has Indonesia's political vacuum affected its environment? Have each group consider the ways that continued instability in Indonesia might have global, political, and economic consequences. Ask groups to share their ideas.

4. A breakdown of government authority can have disastrous consequences in many areas. Ask students: What do you think might happen if your local government officials were no longer interested in addressing citizens' concerns? Direct students to consider how the lack of a directed government is affecting Indonesia's environment. Then, in class discussion, consider how a government's inability to enforce the law could impact your community. What lesson of democracy can students learn from this scenario? Have them write letters to citizens in Indonesia offering their views on what its citizens can do to make democracy work for them.

LINKS:
http://www.bergen.com/morenews/indonesia199812047.htm
http://www.castleasia.com/ipw/
http://cnn.com/WORLD/asiapcf/9908/04/habibie.reut/

Did You Know? : Japanese Flag and Anthem

1. Describe the Japanese flag. What is "Kimigayo"? Are these the official flag and anthem of Japan? Explain. What is Prime Minister Obuchi's position on this flag and anthem? How is he trying to make both official?

2. Why are some people upset at the prospect of these symbols becoming official? What does the title of the national anthem, "Kimigayo," mean? Why do you think some people think this contradicts the "modern spirit of democracy"? Do you agree or disagree with them? Explain.

3. Flags and anthems are powerful symbols of national and regional identity. Find out what students know about their flag and national anthem, and assist them in learning more. Next, generate a class discussion about some symbols that generate controversy. For example, the flags of some Southern U.S. states, like that of Georgia, have been the object of debate because they contain the flag of the Confederacy. Should these symbols be changed? Divide the class into groups. Challenge each to find a national or state symbol or anthem lyrics that group members feel are controversial. Have each group present both sides of the controversy surrounding its topic. Challenge each student to select one of the topics and write a position paper advocating changing or keeping that symbol.

LINKS:
http://www.flagcentre.com.au/fotw/flags/jp.html
http://www.asahi-jc.com/kimigayo.htm
http://www1.surfsouth.com/~wilsonms/vc5/kimi.html
http://www.orbonline.net/~gauth/links.html

Sports Page: Snooker Champ : Sports Page: Snooker Champ

1. Who is Marco Fu? How old is he? For how long has he been playing snooker? What are some of his achievements in the sport?

2. Snooker is a sport that has an international following. Many students in the U.S. are not familiar with this sport. Have students search for and learn more about other international sports with which they may not be familiar (for example, curling or cricket). Ask each student to present an informative report about his/her chosen sport to the class.

LINKS:
http://www.stud.ifi.uio.no/~hermunda/Snooker/

EDITOR'S NOTE:
Tanjung Puting National Park
orangutans
Gunung Leuser National Park
Tokyo
nationalism
snooker

NEWSROOM CHRONICLE

Our World : Social Promotion

1. What is social promotion? What are New York and other states doing to eliminate this practice? What problems do school administrators have keeping schools open in the summer? How effective are summer classes in overcoming social promotion?

2. Does your school offer summer courses? If yes, have you ever taken any? How can summer classes be different than classes offered during the regular school year? Do you think that social promotion occurs in your school? How do you feel about it? How important do you think it is to really learn the information you are taught in your classes? Defend your answer.

3. Explain to students that the struggle for accountability and overcoming social promotion are two topics in the overall attempt to reform schools --- to make them better, able to succeed with more students and equip students to succeed in a global economy. Challenge students to critique their own school and evaluate how well it is doing in reaching all students and providing a high-quality education. Have them write the criteria by which they will make determinations. They may need to interview teachers or administrators to learn more about school goals and policies. If students are not satisfied with their school educational programs, direct them to list their ideas for improvement. Challenge them to formalize their list and present it to the principal or school board members.

LINKS:
http://www.public-policy.org/~ncpa/pi/edu/pd030999a.html
http://blackfamilies.com/living/parenting/social_promote.html
http://www.aisr.brown.edu/

EDITOR'S NOTE:

social promotion
accountability

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

August 19, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00... 02:35
Top Story ... 02:15... 04:50
The magnitude of the earthquake's damage makes search and recovery difficult in Turkey.

Earthquake Reaction ... 03:10... 08:00
Turkish-Americans wait for news about loved ones at home.

YOUR DAILY DESK ... 01:00... 09:00
Science Desk ... 01:40... 10:40
For the first time, researchers use molecules to perform the initial steps in computing.

Science Desk Extra: Predicting Earthquakes ... 02:45... 13:25
Earthquake prediction can save lives and assist in rescue efforts.

WORLDVIEW ... 00:30... 13:55
Top of the World ... 02:05... 16:00
Aid to Africa is needed to further the continent's political development.

Information Please ... 02:05... 18:05
Though behind the U.S., Europe is making Internet commerce a priority.

Inside North America ... 04:45... 22:50
New York's Museum of Modern Art (MOMA) exhibits "The Unprivate House."

Short Take ... 01:20... 24:10
Britain's Prince William takes driving lessons.

NEWSROOM CHRONICLE ... 00:45... 24:55
At Issue: Teaching Evolution ... 02:15... 27:10
The Kansas State Board of Education votes to delete the teaching of evolution from its science curriculum.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Earthquake

1. What is the latest death toll from the earthquake that hit Turkey two days ago? Why are many survivors sleeping in the streets? In addition to the human cost, how has the disaster impacted property and everyday life in and around Izmit?

2. What is the mood among survivors who are looking for their relatives and friends? Why has their frustration turned into anger? How might their mood translate into long-term political issues for Turkey's government?

3. Challenge students to put themselves in the place of those who have just experienced this disaster in Turkey. How would their lives be altered in the short and long-term? Group students. Direct each group to come up with a list of ways that a natural disaster such as the earthquake would impact students' lives. Lists might include: Grieving over loss of family/friends, loss of shelter, loss of clean water, etc. Share group lists. Generate a class discussion about some of the emotions the people of Izmit must be feeling. What should the international community do to help them?

LINKS:
http://cnn.com/WORLD/europe/9908/18/turkey.quake.02/
http://wwwneic.cr.usgs.gov/
http://wwwneic.cr.usgs.gov/neis/general/handouts/general_seismicity.html
http://www.earthquake.com/core.html

Earthquake Reaction : Earthquake Reaction

1. Why are Turkish-Americans having a difficult time establishing the well-being of their loved ones back home? How is the waiting affecting those living in the U.S.? According to the segment, approximately how many people of Turkish descent live in the U.S.? Where do most of them live?

2. How has the earthquake affected communications in Turkey? What seems to be the only way that some of these families are learning whether their relatives are alive? Can you think of any other methods of communication that might work under these circumstances? Explain.

LINKS:
http://www.odci.gov/cia/publications/factbook/tu.html
http://www.mfa.gov.tr/
http://www.balsoy.com/Turkiye/index.html

EDITOR'S NOTE:
Izmit
tremor
morgue
epicenter

YOUR DAILY DESK

Science Desk : Tiny Circuit

1. What do researchers at UCLA and Hewlett Packard think will replace the silicon computer microchip? In a recent experiment, how did their molecules emulate the inner workings of today's computers? Why is this experiment significant? What are the researchers hoping to develop by 2002? How much smaller will companies be able to manufacture these new molecule-based computers?

2. How does this new capability change your sense of scale for computer size and power? What changes could result from an ability to integrate chemical computers into living things? Do you think this is the first step toward making science fiction ideas like "The Six Million Dollar Man," "RoboCop," or the "Star Trek Voyager" bio-neural ship a reality? What possible benefits could this technology have in the medical fields? How will these computers impact the way scientific investigation is done? What dangers could arise during or after the development of this technology?

3. Use this story as a segue for students to make predictions about the scientific future. Have students draw illustrations of a world in which incredibly powerful computers can be as small as the end of a human fingernail. Have students consider what hospitals, cars, telephones, laboratories, etc. would be like and draw examples of how some of these might appear. Have the students explain their drawings and discuss their ideas in class.

LINKS:
http://www.eurekalert.org/releases/ud-molgli.html
http://squint.stanford.edu/
http://www.cs.flinders.edu.au/research/CA/MC/benefit.html
http://www.foresight.org/Updates/Update06/Update06.1.html#anchor171085

Science Desk Extra: Predicting Earthquakes : Science Desk Extra: Predicting Earthquakes

1. How does technology enable us to provide advance warning for disasters like hurricanes and tornadoes? What is the U.S. Geological Survey doing to provide advance warning for earthquakes? How much warning can scientists give about a pending earthquake? Why is even this amount of time valuable?

2. What have officials in Mexico City and Kobe, Japan done in response to devastating earthquakes in their cities? Explain how the real value of an earthquake early warning system may be in the information it provides after the earthquake.

3. What methods have been used to predict earthquakes? Have students use the first three websites below and other resources to learn more about earthquake prediction. Discuss the benefits and drawbacks of these methods. In the video we learn that the U.S.G.S. plans to install another 150 earthquake monitoring stations in California, at a total cost of about $20 million dollars. Do students think this is a good investment? Direct each student to write an essay in support of or objection to the project.

LINKS:
http://www.geophys.washington.edu/SEIS/PNSN/INFO_GENERAL/eq_prediction.html
http://pubs.usgs.gov/gip/earthq1/predict.html
http://archive.abcnews.go.com/sections/science/MadRad/madrad080197.html
http://www.latimes.com/HOME/NEWS/REALEST/ATHOME/QUAKE/

EDITOR'S NOTE:
silicon
molecules
U.S. Geological Survey

Global Positioning Satellites

WORLDVIEW

Top of the World : Africa Refugees

1. How does the money given for refugees in Africa compare to that given to Kosovo refugees? Why do you think there is such a discrepancy? Why does the U.N. High Commissioner believe that this is a crucial time to increase aid to Africa?

2. Do you think that the extensive media coverage of Kosovo, as compared to that given to Africa in recent months, has any influence on the amount of aid the two places have received? Explain.

3. Direct students to use the websites listed to discover more about Sierra Leone and the Congo. Have students share what they learn. Ask: What has been occurring in these regions? How do they compare to the crisis in Kosovo? Were you as aware of these crises as you were of the tragedy in Kosovo? Why or why not? What do you think determines which news items are emphasized and which are not? Are you satisfied with your access to information? How can you make yourself more informed about local, national, and world news?

LINKS:
http://news.bbc.co.uk/hi/english/world/africa/newsid_416000/416927.stm
http://www.cnn.com/WORLD/africa/9908/10/sierra.leone.01/
http://news.bbc.co.uk/hi/english/world/africa/newsid_422000/422772.stm
http://www.cnn.com/WORLD/africa/9908/16/congo.01/

Information Please : Euro E-Commerce

1. How much commerce is expected to occur over the Internet in the next four years? Why has most of it occurred in the United States? What has held Europe back? Which businesses are currently leading Europe in Internet commerce? Why do you think this is so? What kinds of businesses do you think will follow?

2. What is an infrastructure? Why is it important for European businesses to develop an e-business infrastructure soon?

3. Discuss the implications of growing Internet commerce. Find out how much your students know about and use businesses on the Web. Have them imagine future business projects for generating revenue on the Internet. Working in groups, students can create rough business proposals for such businesses. In its proposal, have each group include reasons why this business would be viable and successful online and what online entrepreneurs would need to begin this business. Students can also use search engines to see what already exists online that may be similar to their ideas.

LINKS:
http://www.internet-show.ie/
http://www.e-commerce-summit.com/
http://www.arraydev.com/commerce/jibc/
http://www.ispo.cec.be/ecommerce/

Inside North America : MOMA House

1. Who is Terence Riley? In what ways does he believe that today's homes differ from those of the nineteenth century? What demographics does he use to back his opinion? What kind of exhibit is he

designing to reflect contemporary homes?

2. Discuss the title of Riley's exhibit: "The Unprivate House." Why do you think he chose that title over "The Public House"? Do both phrases mean the same thing? Explain.

3. Go to the Museum of Modern Art's website and view "The Unprivate House" exhibition on the web pages. In what ways is the home in which you live like the ones designed by Riley? In what ways does it differ? Would you consider your home to be an "unprivate house"? Why or why not? What do you like and dislike about Riley's designs? Do you prefer homes that include rooms allowing for more privacy? Explain.

4. Challenge students to create their own version of an "unprivate home." Have them list the features that it would include, especially considering the technological advances it would house. Have students share their designs with one another. As a class, find out which features were included by many students and which were more unique to one or two students' designs. Ask if any of the students would like to live in their designs. You can also bring in some free real estate booklets that feature houses and prices. After students have the opportunity to see what different kinds of houses cost in their area, ask them to estimate what it would cost for the land and building materials to create their design.

LINKS:
http://www.moma.org/
http://www.totalhomenetwork.com/

Short Take : Britain Prince

1. What is an "L plate"? Who is Prince William's driving instructor? What, besides basic driving skills, is his instructor teaching him? How does Prince Charles feel about riding with Prince William as he learns to drive?

2. If you are old enough to drive, are your parents involved in teaching you to drive? Why or why not? Do you think that they should be involved? Explain your position.

3. What do you think makes this story newsworthy?

LINKS:
http://www.royal.gov.uk/

EDITOR'S NOTE:
international community
Sierra Leone
global Internet commerce
revenue
infrastructure
unprivate house
Museum of Modern Art
L plate

NEWSROOM CHRONICLE

At Issue: Teaching Evolution : At Issue: Teaching Evolution

1. What is "evolution"? What is "creationism"? What decision did the Kansas State Board of Education recently make that has set off a firestorm within the science community? Does the Board's decision forbid the teaching of evolution in Kansas schools? Does the Board's decision mandate the teaching of creationism? In light of this, why do you think advocates of church/state separation have reacted so negatively to the decision? Do you think the Kansas decision represents a victory for creationists? Why/why not?

2. According to the State Board's decision, who will determine what is to be taught in Kansas schools? Why has the decision left teachers asking many questions? In the video a representative of American Vision says, "You can't apply the scientific method to evolution. It's never been observed, you can't repeat the experiment, and so what's being sold as science, in terms of evolution, really isn't science in terms of the way they define it." What does the speaker mean? Do you agree or disagree with his line of thinking? Explain.

3. In class discussion, ask students to define the word "theory." Then ask: Is evolution a "theory"? Is creationism a "theory"? Do students learn about theories in class? Should evolution and creationism (either, both, or neither) be taught in school?
    1. Give students time to consider their answers, then assist them in conducting research on both sides of this issue. The websites below may be of assistance.
    2. Share student findings in class discussion.
    3. Next, divide the class into small groups and instruct each to pretend it is a local school board in the state of Kansas. The decision on what theory on the origins of man to teach will be left up to each board.
    4. Allow each board time to meet and discuss the issue.
    5. Then, by show of hands, (majority rules) have each board render a decision and rationale for its district.

    Reconvene the class and ask each group to allow one majority and one dissenting speaker to offer each side's rationale and the group's final decision. In spite of the fact that neither evolution nor creationism has ever been "proven," why do students think this issue is such a volatile one?

LINKS:
http://www.edweek.org/context/topics/createv.htm
http://www.digisys.net/users/ddalton/6evolution.html
http://www.phy.syr.edu/courses/modules/ORIGINS/origins.html

EDITOR'S NOTE:
evolution
creationism
First Amendment

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:45... 01:45

TODAY'S NEWS ... 00:30... 02:15
Top Story ... 03:00... 05:15
Into its third night after the earthquake, Turkish citizens move from shock to anger.

YOUR DAILY DESK ... 00:20... 05:35
Editor's Desk ... 03:05... 08:40
Australian pop music is making a comeback.

WORLDVIEW ... 00:30... 09:10
Top of the World ... 02:30... 11:40
Bullet-proof vests made of silk may soon protect Thai police as they combat drug smugglers.

Political Front ... 04:05... 15:45
A documentary reveals sentiments of Hong Kong's residents since the handover to China.

Where in the World? ... 03:10... 18:55
South Korea's latest monster movie is a box office hit.

NEWSROOM CHRONICLE ... 00:30... 19:25
Student Bureau ... 01:45... 21:10
Teachers try to catch up to their students' Internet skills.

Wolf Blitzer ... 06:20... 27:30
After covering the Clinton Administration, Wolf Blitzer is moving to a new position at CNN.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Turkey Earthquake

1. Describe some of the destruction in Turkey as presented on the news feature. How has the mood in

Turkey changed as search and rescue operations continue? In what ways do people feel that government intervention is inadequate? How many dead does Golcuk's mayor expect may be found?

2. What developments might you expect to occur in Turkey over the next several weeks? If you were living in the disaster area, what steps do you think you would need to take to keep yourself and your family healthy and safe?

3. Invite students to learn more about natural disasters likely to occur in their area and the precautions and plans that local government and other organizations have in place should disaster strike. Students can research emergency organizations that are available in their area. Invite a government employee, police officer, emergency worker, or other appropriate employee to speak to your class about local emergency plans and ways to be safe during natural disasters that are prevalent in the region.

LINKS:
http://www.cnn.com/WORLD/europe/9908/19/turkey.quake.04/
http://wwwnotes.reliefweb.int/
http://www.earthquake.com/core.html

EDITOR'S NOTE:
Golcuk

YOUR DAILY DESK

Editor's Desk : Aussie Music

1. Which Australian artists are bringing Australia back to the popular music scene? In which earlier time period was Australian music popular?

2. Do you like pop Australian music? Why or why not? How does it compare to pop music made by American groups? Have you seen any music videos made by pop Aussie or American artists? Do you notice any similarities or differences? Explain. How important do you think that music videos are to the popularity and sales of music artists?

3. What other countries have produced groups whose music you enjoy? Name some of the international groups. In which ways are they similar and different to U.S. groups and artists? Do you think that musicians' national heritages influence their musical compositions? Explain.

4. Using a wall map or globe, have students pinpoint places in the world from which some of their favorite musical artists come. Using a discussion format, have students consider the idea that music is an international language. Why do they think that people from around the world often enjoy the same music, from pop to classicial? What do they think that the effects of music, if any, have on individuals? Have they thought about the fact that most music that rises to the top in the U.S. is sung in English, even when it is produced by artists whose first language is not English? Why do they think that English-language songs are so popular worldwide?

LINKS:
http://www.users.bigpond.com/mascott1/tina-arena.html
http://www.natalie-imbruglia.co.uk/mainmenu.html
http://www.geocities.com/Tokyo/Flats/5780/index.html
http://users.deltanet.com/~twograys/beegees.htm

EDITOR'S NOTE:
Down Under
Aussie

WORLDVIEW

Top of the World : Thailand Drugs

1. Why do Thai police need bullet-proof vests? Why do most go without one? With what is Thailand hoping to replace expensive conventional vests? Why do they believe that this natural substance will work?

2. What is the Golden Triangle? Where is Myanmar? Locate the Golden Triangle on a world map. If drug production is decreasing in the Golden Triangle, why are police more concerned about personal protection?

3. Students may feel that drug trafficking in the Far East does not affect them. The Daily News/Yahoo! page listed below shows that these drugs find their way into North America as well as other parts of Asia and Australia. Ask students to discuss the local effects of drugs as they consider the distant events that occur in order to bring most of these drugs into their communities.

LINKS:
http://cnn.com/WORLD/asiapcf/9906/27/CRIME-VIETNAM.reut/
http://www.soros.org/burma/bn11399.html
http://dailynews.yahoo.com/headlines/ap/international/story.html?s=v/ap/19990624/wl/canada_heroin_bu
http://www.vinsight.org/1996news/0515.htm

Political Front : Hong Kong: Riding the Tiger

1. Who is Christine Loh? Why was she saying many "hello-goodbyes" in 1997? What was happening in Hong Kong in 1997? What emotions do you think citizens of Hong Kong were experiencing at that time? Describe the feelings of some of the British expatriots after the handover.

2. The opinions and feelings chronicled in this segment are part of a documentary by Sze Wing Leong. Generate a class discussion about documentaries. What is a documentary? Have students ever seen one? If so, what was the topic of the film? Compare this documentary to what students have seen in print about the handover of Hong Kong in 1997. How does the documentary lend a different perspective to history? Is a documentary always an objective presentation? Discuss.

3. Has Hong Kong changed since the handover? Divide the class into groups and have each research life in Hong Kong before and after the handover to China. Share group findings. Discuss the political and economic changes that have occurred. Although Hong Kong is once again under Chinese rule, Chinese authorities have promised to allow the region to continue its political and economic autonomy. Is there evidence that this promise is being kept? Have students write essays in response to that question.

LINKS:
http://www.lib.virginia.edu/subjects/amlc/hkdiary.htm
http://www.intel.com/hk/eng/hk1997/sites_nws.htm
http://www.moon.com/travel_matters/hot_off_the_press/handover.html
http://www.hkta.org/hkha/celebrate.html

Where in the World? : Korea Monster Movie

1. What is "Yong Gary"? Who is the producer and director of this film? To what country is the movie about to be exported? How is Shim Hyung-Rae extending the promotion of his main character into other venues?

2. In many countries around the world, monster movies are cinematic classics. Introduce your students to classic monsters like Frankenstein, Godzilla and King Kong by directing each to watch one of the old movies at home. Have each student write a critical review of the movie or an analysis of its plot and symbolism relative to its time. Share student papers. Is the monster movie genre still a popular one today? Discuss how the old monster movies students' parents and grandparents watched are different from horror and science fiction movies of today. Ask students to predict which current movies in these categories will be the classics of tomorrow.

LINKS:
http://www.worldandi.com/archive/clmay98.htm
http://www.stomptokyo.com/godzillatemple/godfaq.htm
http://www.universalstudios.com/horror/sept97/mummy_hand.html
http://www.worldmag.com/world/issue/06-14-97/cultural_2.asp

EDITOR'S NOTE:
Myanmar
Golden Triangle
baht
mainland Chinese
British national
Hong Kong
Seoul
Godzilla

NEWSROOM CHRONICLE

Student Bureau : Teachers' Webtech

1. What have many teachers been doing during the summer? Why are they needing to become more Internet savvy? Are they glad to have more computers in their classrooms that are wired to the web? Why or why not?

2. Why do you think that some teachers find it difficult to be at ease with web technology? What is your experience on the web? Do you find it difficult to navigate? Why or why not? If you are an Internet user, how did you learn to use it? For what do you tend to use the Internet? How much time do you spend on the Web in an average week?

3. Many students are more savvy on the WWW than their teachers. Give students an opportunity to be the teacher: Challenge them to think of a useful web lesson to teach you (and the class). They might choose to teach about various search engines and their differences, how to differentiate between reputable sites and those with poor-quality information, the elements one should look for in a well-constructed website, how to build a web page, Y2K, or safety rules for using the Internet.

LINKS:
http://www.4teachers.org/
http://www.ncsa.uiuc.edu/General/Internet/WWW/HTMLPrimer.html

http://www.ccohs.ca/y2k/

Wolf Blitzer : Wolf Blitzer

1. Who is Wolf Blitzer? What has his chief job been over the past seven years?

2. What does the news feature indicate to you about Blitzer's personality? What does his attitude seem to be? Why do you think he has been such a popular reporter?

3. On August 18, 1999, Blitzer was interviewed on CNN's "Talk Back Live" show. Print out the interview and break the class into several groups of four, giving each group several pages from the talk show script to summarize for the class. Have each group report what they learn about Blitzer and the life of a high-profile reporter. Ask: Would you like to have this kind of a career? What in the world would you be most interested in covering, and why?

4. Have students pretend to be reporters covering a school or local event. Have them attend the event and write news stories or produce video reports. Instruct them to consider rules of good journalism: covering the who, what, when, where, why, and how; remaining objective; maintaining balance in the story.

LINKS:
http://cnn.com/TRANSCRIPTS/9908/18/tl.00.html
http://www.asne.org/kiosk/careers/carerdet.htm
http://stats.bls.gov/oco/ocos088.htm

EDITOR'S NOTE:
Webtech
web pages
chat room
Wolf Blitzer
correspondent

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

August 23, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00... 02:35
Top Story ... 02:05... 04:40
Hurricane Bret unleashes its high winds and heavy rains on Texas.

Hurricane Technology ... 02:00... 06:40
Technology helps make hurricane forecasting more accurate.

In The Headlines ... 03:45... 10:25
POOR CONSTRUCTION BLAMED FOR EARTHQUAKE DEATHS

YOUR DAILY DESK ... 00:30... 10:55
Environment Desk ... 02:25... 13:20
Marine biologists believe ecotourists need to respect the "wildness" of wild dolphins.

WORLDVIEW ... 00:20... 13:40
Top of the World ... 02:30... 16:10
China increases military spending to go high-tech.

Inside Europe ... 02:40... 18:50
Major construction projects prepare Rome for the millenium, obstructing roads and views.

Who, What, Where? ... 03:15... 22:05
The process to beatify Mother Teresa begins.

Culture Watch ... 02:05... 24:10
This Japanese rockabilly band turns the world upside-down.

NEWSROOM CHRONICLE ... 01:00... 25:10
Bosnian Boy ... 01:55... 27:05
A young Bosnian who lost his sight in the war still has a vision for the future.

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Hurricane Bret

1. To what previous storm is Hurricane Bret being compared? Why? What was the "good news" regarding Hurricane Bret? Where did the eye of Bret make landfall?

2. What hurricane was the last to strike lower Texas? When did it occur? In terms of property damage, which was the costliest hurricane to hit Texas? How strong was Hurricane Alicia? Which storm was Texas' deadliest? How do these storms compare with the costliest hurricane to make landfall in the U.S.?

3. How do scientists "rate" hurricanes? Familiarize students with the Saffir-Simpson Scale and have them use the Internet or other resources to learn more about its categories. Where did Hurricane Bret fall on this scale? Discuss why it is important for meterologists to have an objective standard for measuring and comparing hurricane strength.

LINKS:
http://www.nws.noaa.gov/
http://cnn.com/WEATHER/storm.center/
http://cnn.com/
http://www.fema.gov/fema/trop.htm
http://www.ncdc.noaa.gov/ol/climate/severeweather/hurricanes.html

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Hurricane Technology : Hurricane Technology

1. According to the video, how does hurricane forecasting from 30 years ago compare to what meteorologists are able to predict today? Why is it significant that scientists have been able to add "one day's accuracy" to their forecasts?

2. What other technologies could further improve the accuracy of hurricane forecasting? What is QuikScat? How does the information it gathers enable scientists to learn more about ocean-born storms? What is the Advanced Weather Interactive Processing System? How do the "Hurricane Hunters" contribute to the information network?

3. Direct students to the first five websites below and other resources to learn more about the latest hurricane-forcasting technologies. Divide the class into groups, and have each group research one of the approaches to gathering information about hurricanes. Have each group make a formal presentation of its findings. In spite of these technological advances, what makes hurricane prediction less than an exact science? After all presentations are complete, challenge students to make predictions about the future of hurricane forecasting and its accuracy.

4. Improved hurricane forecasting gives coastal residents more time to prepare for the storm. Ask students how one prepares for a hurricane. Then assist them in consulting the Internet (the last website below should be helpful) and other resources to learn more about hurricane preparation. Discuss how coastal residents can minimize personal injury and damage to their homes and businesses. If your community is one that can be impacted by hurricanes, invite a local elected official or emergency team member to address the students on preparations they should take in the event of a hurricane.

LINKS:
http://www.hurricanehunters.com/
http://hurricane.terrapin.com/
http://www.nhc.noaa.gov/products.html
http://winds.jpl.nasa.gov/

http://www.ncdc.noaa.gov/satgallery/hurricanes/hurricanes.html
http://www.fema.gov/mit/how2.htm

In The Headlines : In The Headlines

1. How strong was the earthquake that devastated Turkey a week ago? How many people have lost their lives in the quake? In spite of the fact that an earthquake is an act of nature, why are some blaming humans for the resulting deaths?

2. Who or what do some residents of the town of Korfez blame for the death and destruction resulting from last week's earthquake? According to the video, how do some people in the construction industry take advantage of explosive growth in and around Istanbul? How does data from the local Chamber of Commerce support this claim?

3. After the quake one newspaper stated "Corruption kills." Ask students to explain what this sentence means. How can corruption amplify the consequences of a natural disaster? Generate a class discussion about your community, and the natural disasters to which it may be prone. In class discussion, challenge students to come up with some general local measures that were likely put in place with public safety in mind. Such local measures might include building codes and emergency access systems. If standards for these codes and systems are not adhered to, how might the consequences be catastrophic?

4. If your students would like to lend their assistance to help the people of Turkey, have them consult local charitable organizations or the websites below.

LINKS:
http://www.ifrc.org/
http://www.dwb.org/index.htm
http://www.disasterrelief.org/

EDITOR'S NOTE:
Hurricane Bret
QuikScat
El Nino
La Nina
NOAA
corruption

YOUR DAILY DESK

Environment Desk : Mean Dolphins

1. What are the concerns expressed in this story about ecotourism events involving wild dolphins? What are the "preconceptions" most people have about dolphins? From where do their preconceptions come? How does the Oceanic Society handle dolphin interaction with its visitors on research expeditions? How successful has their approach been?

2. Why do you think people "humanize" dolphins more often than other wild animals? What does the word "wild" mean when used in the term "wild animals?" Which characteristics of animals does it bring to mind? Do you think animals that pose no threat to humans should be considered "wild?" Explain.

3. When an animal or group of animals has been trained to safely interact with humans, scientists say it has been "domesticated." For example, in the U.S., almost all species of dogs have been domesticated. There are, however, species of wild dogs living in Africa, Asia and Australia. Discuss with your students the ethics of animal domestication from the animals' point of view (i.e., When would domestication be a "good thing" and when would it be a "bad thing"?) and how animal species become domesticated over time. Have them characterize the differences between wild animals and domesticated ones on a table, chart or list. Following your discussion, have small groups of students break down the domestication process into three to five stages, and list the characteristics that describe a group of animals in each stage. Then have the students place dolphins living in theme parks, used for recurring research studies, and totally untouched by humans into these categories and explain their reasoning.

LINKS:
http://www.southwest.com.au/~kirbyhs/dolphinsa.html
http://www.planet-hawaii.com/earthtrust/spinnerstudy.html
http://naples.com/dolphin-safe-boating/index.html
http://www.noaa.gov/public-affairs/pr97/may97/noaa97-r135.html
http://www.hcs.ohio-state.edu/hcs/TMI/HCS210/HortOrigins/BrDomestic.html

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EDITOR'S NOTE:
ecotourism
mammal
dolphin
killer whale
humanizing
wild animal

WORLDVIEW

Top of the World : China Military Tech

1. Why is China modernizing its military power? What is the country doing to update its forces? Which island is witnessing naval exercises? Why do you think that China has chosen this spot to practice military manuevers?

2. What happened in China 50 years ago? Locate Taiwan, Hong Kong, and mainland China on a map. Are you surprised that China is concerned about separatist attempts on the part of Taiwan? Why would China want to retain Taiwan against its will?

3. Direct students to websites and other resources to learn more about Chinese history, from the 1940s to the present. Form six groups and give each a decade to research historic highlights in China/Taiwan/Hong Kong. After each group reports to the class, hold a debate: Should Hong Kong and Taiwan be allowed to break away from the mainland to form their own republics? Why or why not? Students may also consider why the United States Civil War occurred as they answer these questions and the essential question: Under what circumstances should areas be allowed to freely break away from a country to form a separate country?

LINKS:
http://ww4.cnd.org/fairbank/fairhome.html
http://www-chaos.umd.edu/history/prc.html#transition
http://cnn.com/WORLD/asiapcf/9908/13/PChina-AccusingAmerica.ap/
http://cnn.com/WORLD/asiapcf/9907/28/china.taiwan.01/
http://cnn.com/WORLD/asiapcf/9907/26/china.taiwan/

http://www.chinatimes.com.tw//english/epolitic/88081904.htm

Inside Europe : Rome Construction

1. Would you want to travel to Rome this summer? Why or why not? How many construction projects are currently in progress in Rome? For what purpose? What are reactions of tourists and residents?

2. Who was Nero? For what is he known? Why would a Roman resident compare the current mayor of the city to Nero?

3. What is it like in your town when construction projects are in progress? In what ways do they affect your daily life? If your town relied on a large tourist trade to maintain its economy, how might major construction affect your family?

4. The Roman Catholic church is planning worldwide celebrations for the new millenium. Ask students to explore the many ways in which the next millenium is being celebrated by various cultures and faiths. After they share what they find with the class, have students write an essay on the topic "How I Would Like to Commemorate the Beginning of the New Millenium." Tell them to include what, if anything, is symbolic or meaningful to them about the 1900s disappearing from their calendar.

LINKS:
http://millennium.greenwich2000.com/events/jubilee2000.htm
http://www.igc.apc.org/millennium/

Who, What, Where? : Mother Teresa

1. Who was Mother Teresa? Why do many people believe that she should be declared a saint? What is beatification? What is the official process by which the Catholic church beatifies someone?

2. What rule has Pope John Paul II broken? Why do you think he waived the usual waiting period? Do you think that his waiver will set a precedent for future beatification and canonization processes?

3. What must happen before the Catholic church can declare someone a saint? How would you define the word "saint"? In your opinion, is Mother Teresa a saint? Explain.

4. Have students research the life of Mother Teresa. Hold a class discussion in which students examine answers to the following questions: In what ways can Mother Teresa be a symbol of hope to the world today? In what ways can she be a role model for teens? What do you admire about Mother Teresa? Are there details about her life that you do not admire? Explain.

   EXTENSION: Challenge students to practice one of Mother Teresa's lifestyle examples for a day, such as kindness or charity towards the "untouchables" in Calcutta (who may parallel with the "outcasts" in their school). They can write a journal entry about the day and discuss their experiences in class the next day.

LINKS:
http://news.bbc.co.uk/hi/english/world/newsid_288000/288392.stm
http://www.gargaro.com/mother_teresa/
http://news.bbc.co.uk/hi/english/world/newsid_288000/288392.stm

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Culture Watch : Japan Band

1. What is "Anti-Gravitational Group Johnny"? What makes them unique as performers? How does

the lead singer explain their unusual posture? What is the response from their fans?

2. What is a gimmick? Do gimmicks differ from style? Why or why not? How important do you think it is for performers to create a following through the use of gimmicks? Do you believe that unique and unusual theatrics benefit or detract from truly talented singers and musicians? Explain.

3. Instruct your students to list the musical performers that appeal to them the most. Have them discuss the style and/or gimmicks that are associated with the performers. They can bring in photos, posters, CD covers or magazine stories illustrating the traits (unless they are violent or offensive in any way that violates school or your class policy). Have the class discuss the following questions: How much do the accoutrements of the performers determine their success? Which do you admire more: your favorite performers' music or their image?

LINKS:
http://www.rockabillyhall.com/WhatIsRockabilly.html
http://www.rockabillyhall.com/index.html

EDITOR'S NOTE:
People's Liberation Army
Taiwan
Vatican
Nero
beatification
Missionaries of Charity
Mother Teresa of Calcutta
rockabilly

NEWSROOM CHRONICLE

Bosnian Boy : Bosnian Boy

1. When and how did the world come to know Saed Bekric? How was he wounded? What did a California family do to help Saed? In spite of their efforts, how did his wounds leave Saed with lasting effects?

2. How old is Saed now? In what activities is he involved? How does he go about these activities without his sight? For what international organization has he become a spokesperson? What message does he bring to young people? What does he dream of doing when he is older?

3. War has lasting physical and psychological effects on most who have lived through it. Do you think the Bosnian War affected Saed emotionally? Explain. How would you describe his overall disposition today? Why do you think some people are able to take a tragic experience and channel the negative into a positive outlook? Do you know anyone who has been able to do this? Would you consider this person an inspiration to others? Explain.

LINKS:
http://gbgm-umc.org/units/umcor/bosnia/bosnia6.html
http://www.ardemgaz.com/prev/bosnia/sandy07.html
http://world.std.com/~slm/paris.html

EDITOR'S NOTE:

Bosnia
Srebrenica
Red Cross International
humanitarian

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August 24, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00... 02:35
Top Story ... 04:30... 07:05
Last week's earthquake is taking a physical and emotional toll on the people of Turkey.

In The Headlines ... 01:50... 08:55
HURRICANE BRET LOSES STEAM

YOUR DAILY DESK ... 00:30... 09:25
Health Desk ... 02:25... 11:50
A new program at Bronx-Lebanon Hospital helps lower-income children with special needs.

WORLDVIEW ... 00:40... 12:30
Top of the World ... 02:00... 14:30
Japanese commemorate the 54th anniversary of the bombing of Hiroshima and Nagasaki.

Did You Know? ... 04:15... 18:45
Some African governments work to stop uncontrolled logging.

Taking Care of Business ... 03:25... 22:10
Starbucks plans to become the international coffee king.

NEWSROOM CHRONICLE ... 00:50... 23:00
Black Veterans Pardon ... 01:45... 24:45
Some WWII vets want to clear the names of their colleagues over what they see as a case of racism.

Our World ... 02:25... 27:10
"Journey to Friday" brings teenage life to the stage.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Earthquake

1. How do discoveries of earthquake survivors increase public demands on Turkey's government to continue its searching? Why do you think the reporter describes this exercise as "increasingly fruitless" digging? How has the mood among residents in the earthquake zone changed over the past several days? Why are many blaming the government for the deaths of their loved ones?

2. What is an epidemic? How has the mood of the quake survivors exaggerated the fear of an epidemic, according to one doctor interviewed in this segment? What is a scapegoat? Do you think that those who suffered this earthquake are looking for a scapegoat? Explain.

3. Describe some of the problems that earthquake survivors are experiencing in relocation camps. Why has one government minister been criticized for minimizing the threat of disease in the camps? How have some local mayors responded to this threat? What other physical and emotional disorders are prevalent among the survivors?

4. One of the physical consequences of an earthquake is "crush syndrome," in which muscle fiber broken down by intense pressure against the body travels to the kidneys, causing kidney failure and death. As survivors are found days after the earthquake, severe injuries like this are a major concern. Have students work in groups to learn more about other physical and emotional consequences of earthquakes. Remind students that disease as well as injury often follows a natural disaster such as this. Have groups share their findings and discuss treatments for each. In light of the physical and emotional problems experienced by many earthquake survivors, what are some of the things students think Turkey's medical community needs now? Why?

LINKS:
http://cnn.com/WORLD/europe/9908/23/turkey.quake.01/
http://www.TurkishDailyNews.com/
http://www.uct.ac.za/depts/trauma/crush.htm
http://www.ncbi.nlm.nih.gov/htbin-post/Entrez/query?db=m&form=6&uid=10332179&dopt=m&dispma

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In The Headlines : In The Headlines

1. Where did Hurricane Bret make landfall? To what previous hurricane was it being compared? Did Bret live up to expectations? Explain. Where did Bret do its major damage? What is the primary threat from this storm now?

2. Parts of South Texas will be declared "Disaster Areas." Why is this significant? What is FEMA? Why are accurate damage assessments of the area important?

LINKS:
http://cnn.com/WEATHER/9908/23/hurricane.06/
http://cnn.com/WEATHER/storm.center/

EDITOR'S NOTE:
epidemic
scapegoat
traumatized
logistical support
vaccination
stress-related effects

YOUR DAILY DESK

Health Desk : Special Needs Kids

1. What makes the Bronx-Lebanon program for children with special needs different from other programs? Why is such a program especially hard for low income families to find? Cite examples of the clinic's success.

2. What is a special need or a learning disability? Why would children with special needs require unique services? Does your school offer educational services for students requiring special help? What do you know about these programs?

3. The story mentions that unserved children must struggle to deal with their challenges much more than other children do. Are you familiar with the difficulties students with special needs face at your school? How do you react to these students? Are they usually encouraged and included in activities at your school, or are they shunned? Explain.

4. Frequently children with special needs are ridiculed by their peers, making their struggles even more difficult. This is often because students lack an understanding of those with learning disabilities or developmental disorders, and their unusual behavior disturbs mainstream students. Invite a special education teacher to speak with your class about learning and developmental difficulties to create an atmosphere of understanding. Form groups and have students research one of the following special needs or related topics to present to the class: ADD/ADHD, Down Syndrome, dyslexia, Asperger's Syndrome, autism, Special Olympics, Temple Grandin.

LINKS:
http://www.ldanatl.org
http://www.chadd.org
http://www.interdys.org
http://www.aspennj.org/
http://www.specialolympics.org/
http://www.cas.uiuc.edu/MillerComm/millercommarchive/SP97/grandin/grandin.html

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EDITOR'S NOTE:
learning disability
special needs
neurologist
Medicaid

WORLDVIEW

Top of the World : Hiroshima Anniversary

1. What happened in Hiroshima in 1945? How do the Japanese commemorate the event? What has their response been since WWII regarding nuclear warheads?

2. Why did the United States drop nuclear bombs on Hiroshima and Nagasaki? Do you think that the results have caused the U.S. and other countries to be more careful about using them again? Why do you think that nations persist in maintaining nuclear weapons and more nations are developing such bombs?

3. Go to the websites for the Peace Park in Hiroshima and the Pearl Harbor Memorial. In what ways are they alike in sentiment? How do they differ? Discuss memorials in general: What purpose do

they serve? Do you think that they help people to heal their pain over events that caused many deaths in their country, perhaps in their family? Explain.

4. A movement that has taken on international proportions is that of creating origami paper cranes to symbolize the movement for nuclear disarmament. Look with your students at the examples of schoolchildren bringing these cranes to the Peace park. Have students research Sadako Sasaki and the origins of the Children's Peace Movement. Using the last website listed, have students make paper cranes and hang them in the classroom as a commemoration of war tragedies and as a symbol of peace.

LINKS:
http://www.broadnet.or.jp/nvc/hiroshima/Site/PeacePark/PeacePark.html
http://www.execpc.com/~dschaaf/mainmenu.html
http://next1.yasuda-u.ac.jp/nagatuka/kids1000/97/park/index_e.html
http://rosella.apana.org.au/~mlb/cranes/million.htm#WhyPC
http://www-personal.umich.edu/~adysart/origami/crane/

Did You Know? : African Rainforest

1. How large is the central African rainforest? How many countries contain part of this forest? How much of it is cut annually? In what ways do conservationists hope that this year's summit may protect the rainforest? Why are there doubts that the summit will accomplish anything significant?

2. Why have the African nations housing this vast rainforest neglected its exploitation? Do you think that they should be exempt from conserving the area because they must rely on its resources for cash flow? What is more important: dealing with the long-term conservation of the natural resources or the current burdens of poverty, debt, and war? Defend your answer. In what other ways might the countries raise capital?

3. Instruct students to learn about laws and organizations that protect natural resources in their own country. Have each student choose an issue that concerns him or her, such as clean water, wetlands, logging, a local environmental issue, etc., to research. Each student can write an essay in which he/she presents the issue, personal concerns, and laws and/or organizations working to solve the problem.

LINKS:
http://forests.lic.wisc.edu/worldfor.html
http://www.dna.it/ecochallenge/facts.htm
http://www.epa.gov/

Taking Care of Business : Hong Kong Starbucks

1. How much of the world's coffee consumption takes place in the United States? How does Starbucks Coffee plan to become the global leader in selling coffee? Who does their marketing campaign target? Why is their interest in the Asian market timely?

2. Find out what a cup of coffee costs in a U.S. Starbucks shop and compare it to what an average lunch costs. What does coffee cost in Bangkok? Why do you think that coffee is so expensive in Asia?

3. Besides coffee, what other reason do people give for frequenting the coffee shops? What kinds of places do you use to meet with your friends? What about these places make them congenial meeting locations?

4. Direct students to the Stabucks website listed below. Ask them to analyze the site for content and

marketing style. Who does the site target? How can they tell? Do they find any of the information on this site that they learned from the feature story? Why or why not?

LINKS:
http://www.starbucks.com/home.asp
http://www.nationalgeographic.com/coffee/

EDITOR'S NOTE:
nuclear non-proliferation
Nagasaki
Hiroshima
Japanese paper cranes
Worldwide Fund for Nature
commercial logging
forest conservation

NEWSROOM CHRONICLE

Black Veterans Pardon : Black Veterans Pardon

1. When did World War II take place? How many African-Americans served in the U.S. armed forces in World War II? When were U.S. forces integrated? What happened in California in 1944 that accounted for 15% of all African-American deaths in WWII? Why were some of the sailors court martialed after the explosion?

2. Why did some of the veterans who survived this incident go to Washington last week? What do they want President Clinton to do? What does "expunge" mean? Why do you think the Navy refuses to expunge the records of the 50 sailors who were court martialed? Do you think their records should be cleared? State your rationale.

3. In spite of their treatment, many black soldiers and sailors fought bravely for their country in World War II. Many made the ultimate sacrifice and are regarded as heroes. Many are seen as heroes because they were pioneers in the fight for civil rights. Direct students to read the stories of some of these African-Americans and offer oral reports for the class. Discuss what it means to be a "hero" and how heroism transcends racial boundaries.

LINKS:
http://www.seattletimes.com/extra/browse/html97/altmedl_011497.html
http://www.spub.ksu.edu/issues/v100/sp/n148/ap-soldier-16.5.html
http://www.jacksonville.com/tu-online/stories/102297/m4black_.html

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Our World : High School Life On Stage

1. What are some of the themes found in "Journey to Friday"? What is unique about this play? According to one of its actors, why is the play an accurate depiction of teenage life? The actors and director say that the themes of this play are universal. Do you agree or disagree with them? Explain.

2. This play deals with issues facing teenagers and their motivations behind their handling of these issues. Generate a class discussion about the positive and negative emotions, thoughts and feelings your students face in response to the issues that concern them most. Challenge students to use a form of art to express these emotions, thoughts and feelings. Students may wish to work independently or in groups to write song lyrics, compose music or poetry, sculpt or paint, create

collages or write one-act plays that illustrate their thoughts.

LINKS:
http://www.apa.org/monitor/oct95/emotion.html
http://trochim.human.cornell.edu/gallery/young/emotion.htm
http://mentalhelp.net/psyhelp/chap12/chap12j.htm
http://mentalhelp.net/psyhelp/chap12/chap12b.htm

EDITOR'S NOTE:
Port Chicago
expunge
court martial
perspective
theme
motivation

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:40... 01:40

TODAY'S NEWS ... 00:40... 02:20
Top Story ... 04:10... 06:30
The Fed raises interest rates, and employers scramble for workers in a tight labor market.

In The Headlines ... 02:00... 08:30
WORKERS STRIKE IN SOUTH AFRICA.

YOUR DAILY DESK ... 00:45... 09:15
Business Desk ... 02:15... 11:30
Retailers compete for back to school dollars in a fickle market.

WORLDVIEW ... 00:30... 12:00
Information Please ... 02:45... 14:45
Clean water is a luxury for more than a billion of the world's people.

Taking Care of Business ... 02:10... 16:55
Indonesia's economy appears to be stabilizing.

FYI: Russia Tourism ... 02:30... 19:25
Negative publicity and high prices are keeping tourists away from Russia.

Wild Kingdom ... 02:30... 21:55
Meet a marine biologist who is fascinated with the octopus.

NEWSROOM CHRONICLE ... 00:30... 22:25
College Instructor Union ... 02:20... 24:45
Part-time college instructors consider unionizing for fair wages and benefits.

Our World ... 02:20... 27:05
The National Security Agency tries to recruit 16-year-old Mike Hudak.

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Rate Hike

1. Why has the Federal Reserve Board (FRB) raised interest rates again this summer? Do you think that a small group of individuals (the FRB) should have the power to arbitrarily raise or lower the interest rate in a free market economy? Why or why not? How do analysts feel that the increase will affect consumers?

2. What is the prime rate? How does it affect consumer borrowing?

3. Why are businesses having trouble retaining employees? Why does this worry Federal Reserve policymakers? How do higher wages cause inflation? Why is inflation a problem for the economy? What, besides higher pay, can companies offer employees in order to retain their services?

4. To help students see the effects of interest rate hikes, have them look through a real estate pamphlet and find a house they would like to purchase that gives a price in the ad. (These brochures can usually be found free at grocery stores or in real estate offices.) Have them assume they will have to put down 20 percent of the loan as a downpayment. After they calculate that percentage and subtract it from the total, ask students to determine what their monthly payment would be on a 30-year mortgage at 7.5 percent interest using an online mortgage calculator. Next have them calculate the monthly payment at 8.0 percent interest. After they see the monthly difference, have them calulate the difference in the payments over the life of the loan.

LINKS:
http://cnnfn.com/1999/08/24/economy/fed_rates/
http://www.bog.frb.fed.us/
http://www.bos.frb.org/economic/nerr/hell97_1.htm
http://www.homefair.com/homefair/mortcalc.html

In The Headlines : In The Headlines

1. Why are labor union workers striking in South Africa? How much of a pay increase are they demanding? What has the government offered to give them? What is the COSATU? What role has it played in past historical events? Do you think it has a right to expect support from the government? Explain your answer.

2. What is a labor union? How can labor unions strengthen the requests of individuals? Ask adults in your country what kind of annual wage hike they usually expect. How does it compare with the one sought by South African union laborers?

3. Strikes affect everything from individual consumers to global trade. Have students brainstorm to remember strikes that have occurred in their country over the past year or so. Ask them to research the strikes to answer the following question: How did these strikes affect citizens, and how were they finally resolved?

LINKS:
http://www.cnn.com/WORLD/africa/9908/24/south.africa.labor/
http://www.cosatu.org.za/campaigns/pubstrike.htm
http://www.pretorianews.com/

EDITOR'S NOTE:
Federal Reserve

consumer
federal funds rate
prime rate
inflation
apartheid
public and private sector
fiscal

YOUR DAILY DESK

Business Desk : Back To School Retail

1. According to American Express, approximately how much will parents and consumers spend on school clothing and supplies this year? What are some of the items and trends that major U.S. retailers will be promoting? In spite of the revenue generated, why do many analysts say that the back to school retail season is less important than it once was?

2. What is a "capricious" consumer? What kind of retail store seems to benefit most from the capricious consumer? Why?

3. Poll students in your class to see what clothing items, school supplies, brand names, and the like were the most popular in back to school shopping. Discuss reasons why the young consumers (and their parents) chose these items: Was their motivation quality, price, personal preference or something else? Which do students believe is the primary motivating factor behind consumer behavior among their own age group? Why?

4. Some back to school supplies, such as once-a-school-year purchases like lunchboxes and backpacks, can be classified as seasonal merchandise. What does this mean? If possible, arrange for a trip to a local retailer to see how the store presents its seasonal merchandise to customers. In the case of back to school merchandise, when does the retailer put it on display? Where is it displayed? What promotions and sales are offered? Ask the store manager to discuss some of his/her seasonal marketing strategies with the students. Ask him or her what the next seasonal merchandise inventory is, and when it will be displayed. When students return to class, challenge them to work in groups and design endcap displays, window displays or print ads for the next round of seasonal merchandise at this store.

LINKS:
http://www.rab.com/rst/981112.html
http://www.blandnews.com/970904/i-articles/co-1.htm
http://www.charter-oak.com/school.html

EDITOR'S NOTE:
retailers
back to school
discounters

WORLDVIEW

Information Please : World Water Crisis

1. According to the World Commission on Water, who pays the most for clean water? What are some

reasons why clean, safe water is a scarce commodity for one billion of the world's people? Why don't many people have access to clean water?

2. Approximately how many people die each year from water-related diseases? What are some possible solutions to the problem of clean water access? Why are these solutions expensive to implement? The World Commission on Water says that water should be a basic human right, not an expensive luxury. What steps could be taken to insure that more people are assured of this right at a reasonable cost?

3. Much of the water available in the U.S. is wasted. Ask students: What can you do to conserve this valuable resource? As a class, brainstorm a list of ideas to conserve water. Then invite an official from your local water supply to add other ideas. Discuss how water conservation among your students can have positive consequences in their community and elsewhere.

LINKS:
http://news1.thls.bbc.co.uk/hi/english/special_report/1998/water_week/newsid_68000/68829.stm
http://www.unicef.org/wwd98/
http://www.worldwatch.org/pubs/sow/sow98/ch10.html
http://www.uia.org/uiademo/pro/d6923.htm

Taking Care of Business : Indonesia's Economy

1. What is the rupiah? What happened to the rupiah a year ago? How did this devaluation affect prices in Indonesia? What is inflation? What does the government expect to happen to inflation in Indonesia by the end of this year?

2. According to the video, what political factors are behind Indonesia's economic stabilization? Why is public confidence important in an economic recovery? What signs are boosting confidence? Is Indonesia's economy "out of the woods" yet? Explain.

3. How has the international community tried to help Indonesia through the economic crisis? Have students research the International Monetary Fund and its role in assisting Indonesia through the crisis. Share findings in class discussion. What requirements did the IMF put on Indonesia in return for financial assistance? Why it important that economic and political reform be carried out in Indonesia?

LINKS:
http://www.indobiz.com/
http://www.bahnhof.se/~englund/indodeal9806.htm
http://news.bbc.co.uk/low/english/business/the_economy/newsid_239000/239979.stm
http://www.imf.org/external/index.htm

FYI: Russia Tourism : FYI: Russia Tourism

1. Why do fewer tourists visit Russia each year than visit the Czech Republic? How does Russia's budget for advertising compare to that of other nations? How has recent political and economic news affected tourism to Russia? What is the two-tier pricing system? Why is it a deterrent to tourism? What changes are Russian officials making to bring tourists back?

2. Challenge students, working in groups, to create brochures, posters or multimedia presentations designed to lure tourists back to Russia. Encourage them to use the Internet and other resources, such as travel agencies, to find information on historical and cultural sites and natural attractions of interest to travelers. Have each group present its final product to the class.

LINKS:

http://www.travel-library.com/europe/russia/index.html
http://www.tte.ch/Russia/index.html
http://headlines.yahoo.com/Full_Coverage/World/Russia/

Wild Kingdom : Australia Octopus

1. Who is Dr. Mark Norman? How many species of octopuses and squid has he cataloged? Describe the differences among these species. How is his work much like a detective's work? What is Dr. Norman's current project? How has this project led him into a new career?

2. What do your students know about the octopus? What is their perception of this animal? Have them use the Internet and other resources to gather information about the octopus. Share student findings. Were students surprised to learn that the octopus is an "intelligent" invertebrate? How did their findings compare to what they thought they knew about this animal?

LINKS:
http://www.marinelab.sarasota.fl.us/OCTOPI.phtml
http://unmuseum.mus.pa.us/coloct.htm
http://www.nwf.org/natlwild/armed.html

EDITOR'S NOTE:
contamination
access
municipality
title
rupiah
political instability

NEWSROOM CHRONICLE

College Instructor Union : College Instructor Union

1. Approximately what percentage of college instructors are teaching assistants or part-time faculty? Why are they unhappy? What are they doing to improve their working conditions? Who supports their requests, and who resists them?

2. What does the news story suggest that assistants and part-timers are earning? How does that compare with what full-time professors make? (HINT: Have students check the Occupational Outlook Handbook website.) Why do you think that colleges can offer such low pay, yet have people who choose to take the jobs?

3. Instruct students to break down the $8,000 wage figure: If people were living on just what they make on part-time college teaching, what they would be making over a year in weekly and hourly wages? Challenge them to find other businesses at which they could earn these kinds of wages. Ask: Do you think that instructors at a university should be making more than the hourly wage you determine? Why or why not?

LINKS:
http://stats.bls.gov/oco/ocos066.htm#earnings
http://aspe.hhs.gov/poverty/99poverty.htm

Our World : Teen Hacker

1. What makes Mike Hudak unique? According to the feature, are most computer hackers malicious or well-intended? Do you agree? Why or why not?

2. What is a computer hacker? What is the National Security Agency? Why would the NSA want to hire hackers? Why does Mike have second thoughts about their offer? How does he feel about his father's ambitions for him? Do you think that most 16-year-olds know with some certainty what they want for a career? Explain.

3. Tell students to learn more about the National Security Agency, such as what it does and who it employs. After they review this information, hold a discussion in which students discuss their feelings about the NSA. Ask: According to the information you could find on the NSA, does the agency do anything of which you disapprove? If yes, what? Does the work of the NSA sound interesting to you? Why or why not? If you had the qualifications, would you want to work for the agency? Explain.

LINKS:
http://www.nsa.gov:8080/
http://biz.yahoo.com/bw/990818/pa_unisys_1.html
http://www.hao.org/

EDITOR'S NOTE:
teaching assistants
National Security Agency/NSA
hacker

CNN NEWSROOM CLOSE

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August 26, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00... 02:35
Top Story ... 02:10... 04:45
Five countries meet in a spirit of cooperation in the Asia-Russia Summit.

YOUR DAILY DESK ... 01:20... 06:05
Science Desk ... 01:40... 07:45
Scientists are going to attempt the first-ever orbit around an asteroid.

Mars Polar Lander ... 02:00... 09:45
NASA unveils the Mars Polar Lander landing site.

WORLDVIEW ... 00:40... 10:25
Political Front ... 02:55... 13:20
U.S. forces withdraw from the Panama Canal.

Inside North America ... 07:35... 20:55
Many Irish students work at Morey's Pier in New Jersey during their summer break.

NEWSROOM CHRONICLE ... 01:00... 21:55
Wild Kingdom ... 02:25... 24:20
Gorillas at the Bronx Zoo sometimes imitate their human spectators.

Clintons' Reading List ... 02:20... 26:40
Two book shops supply the First Family with summer reading.

CNN NEWSROOM CLOSE ... 01:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Asia-Russia Summit

1. Which nations are represented at the Asia-Russia Summit? Of these nations, which two appear to

be setting the agenda? What are the concerns of this group of five nations? According to Russian officials, against what threats are the five nations uniting?

2. What country is hosting the summit? Locate Kyrgyzstan on a world map. Of what country was it once a part? What kind of domestic crisis is Kyrgyzstan facing? Who is promising to help the country fight these rebels if help is needed?

3. What is NATO? Why might Russia and China feel uncomfortable with its recent expansion? Have students consult the Internet and other resources to learn more about NATO, its history, and its newest members. What "message" do students think Russian and Chinese leaders are trying to send to NATO via this summit?

4. In the video we learn that although many issues were discussed at the summit, politics took center stage. The summit gave Russian President Boris Yeltsin a chance to prove he was still physically fit, although at one point he had to be steadied by Kazakstan's president. Generate a class discussion about summits and the purposes they serve. Ask: Are any significant decisions made at international summits? How do political leaders use summits to advance their international images and promote their own agendas? Divide the class into groups, and have each choose one of the five nations represented in this summit. Direct each group to research the domestic and international concerns of that nation. Then have each present an analysis of the summit that might appear in that nation's newspapers, offering that country's perspective on the significance of the meeting.

LINKS:
http://www.kyrgyzstan.org/
http://www.odci.gov/cia/publications/factbook/kg.html
http://www.itaiep.doc.gov/bisnis/country/cntasia.htm
http://www.soros.org/kyrgycep/kyrgyz.html
http://www.mtholyoke.edu/acad/intrel/russia.htm
http://www.dtic.mil/afps/news/9701034.html
http://www.nato.int/

EDITOR'S NOTE:
NATO
Islamic
Ziang Zemin
Boris Yeltsin

YOUR DAILY DESK

Science Desk : Near Earth Asteroids

1. What is the nature of the Jet Propulsion Laboratory's next mission? Which asteroid is the Jet Propulsion Laboratory (JPL) planning to study? What scientific first will occur on this mission? Why does JPL believe studying asteroids is important?

2. What close encounter with asteroids has earth had in its recent history? Do you think this event might have prompted more serious study of asteroids? How many asteroid observation missions does JPL plan to conduct in the near future? What new insights do you think these missions will offer? Do you think fact-finding missions like this will help us prepare for future meteoric impacts? Explain.

3. When an asteroid survives the descent through our atmosphere and impacts on the earth's surface, it is called a meteorite. It is theorized that many of these meteorites somehow broke loose from their

asteroid belt orbit and eventually reached earth. Challenge your students to investigate scientifically recorded meteoric impacts. Group students. Assign each group to investigate at least two meteorites from those found on the websites below. For each meteorite, find out the impact location, crater size, residual effects, rating on the Torino Impact Hazard Scale and chemical composition. Have groups compare data and come up with several traits that seem to be common to most meteorites. Using the chemical composition research as background, have students predict Eros' chemical composition. In February, check JPL and NASA's websites for the actual chemical composition and compare to these predictions.

LINKS:
http://epswww.unm.edu/iom/iommetco.htm
http://www.rtd1.com/astra/near/index.html
http://www.dkrz.de/%7Ek202045/tnp/meteorites.html
http://www.uark.edu/campus-resources/metsoc/index1.htm
http://pds.jpl.nasa.gov/planets/welcome/smb.htm

Mars Polar Lander : Mars Polar Lander

1. When was the Mars Polar Lander launched? What site has been chosen for its landing? Why have scientists chosen this particular site? What are scientists trying to learn from this expedition?

2. Discuss the significance of choosing a landing site where there is layered terrain. Then generate a discussion about how layers on earth, including tree rings and layers of soil and rock, give us clues as to weather patterns over the years. What general evidence might give scientists reason to believe that oceans once covered parts of Mars? What evidence might cause them to reject this theory altogether?

LINKS:
http://mpfwww.jpl.nasa.gov/msp98/lander/
http://www.ksc.nasa.gov/mars/msp98/images/sc9803.html
http://www.seattletimes.com/news/nation-world/html98/altmars_030898.html

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EDITOR'S NOTE:
solar system
comets
Mars Polar Lander
terrain
asteroid
meteor

WORLDVIEW

Political Front : Panama Era End

1. Why and when were U.S. troops originally stationed at the Panama Canal? What purpose have the troops served? Why will they be withdrawn?

2. What is the importance of the Panama Canal? Do you think that the U.S. withdrawal will endanger the canal or the use of it by the U.S.? Why or why not?

3. Have students research the history and importance of the Panama Canal. Ask: What did sailors do to travel west from Europe or Africa to California prior to the building of the Panama Canal? How was the Panama Canal constructed? What did it cost in terms of money and lives? What were some of the hardships encountered?

LINKS:
http://cnn.com/WORLD/americas/9908/15/BC-PANAMA-CANAL-ANNIVERSARY.reut/
http://www.discovery.com/stories/history/panama/panama.html
http://www.panamavisual.com/entrada1.html

Inside North America : The Irish Are Coming

1. What is Morey's Pier? How has it changed in the past 10 years? How many countries are represented by the students working at the boardwalk? Why does management like to hire international students? Why do the international students like to work at Morey's?

2. What do you know about the problems in Northern Ireland? How does that conflict affect the two Irish girls who room together in Wildwood? Which do you think they find more different: their Irish cultural differences or the way in which they differ from American youth? Explain.

3. People from other countries hold stereotypes about Americans just as U.S. citizens sometimes believe generalizations about those from other nations. What are some of the stereotypes that you hold about people from various countries? On what do you base these beliefs? What stereotypes do you know that people from other places believe about Americans? How accurate are they, in your opinion?

4. Have students explore the web and other resources to learn about summer jobs and internships in other countries that are avilable for young people. Have each student find one of interest and create a poster with information about this opportunity, including where it is, what he/she would be doing, and why he/she would like to go.

LINKS:
http://www.moreyspiers.com/
http://www.ciee.org/
http://www.iep.fhda.edu/home.html
http://www.afs.org/

EDITOR'S NOTE:
Panama Canal Zone
Howard Air Force Base
Morey's Pier
Belfast

NEWSROOM CHRONICLE

Wild Kingdom : Who's The Monkey?

1. Describe some of the things the zoo gorillas do that appear to be imitating humans. Do you think the gorillas are curious about their human visitors? If they could think and talk as humans do, what comments do you think the gorillas might make as they observed the humans?

2. How much of what we have seen in this segment is learned behavior on the part of the gorillas?

Ask students this question, then challenge them to conduct research about gorilla behavior. Share and discuss student findings. Do students think that gorillas have "thoughts" and "emotions"? To what extent can their behavior be compared to that of humans?

LINKS:
http://www.seaworld.org/gorilla/behavgor.html
http://www.gorilla-haven.org/index.htm
http://www.apa.org/monitor/nov96/gorilla.html

Clintons' Reading List : Clintons' Reading List

1. In general, what kinds of books do members of the Clinton Family like to read? What titles have the two book stores in Martha's Vineyard compiled for the Clintons' summer reading? How does supplying the First Family with its vacation books boost business in these stores?

2. Many presidents have been avid readers, and some of the most recent ones have also been true movie fans. Direct each student to choose a book or movie that one president may have read or seen and read the book or watch the movie. Challenge each student to write a review of that selection, then deliver the review in the style of the president he/she has chosen.

LINKS:
http://www.booksmusicvideo.com/prez.htm
http://www.thegrid.net/bpb/presbks.html
http://www.moviesnapshot.com/AskMelinda/PresidentialFilms.html

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EDITOR'S NOTE:
anti-social
anthropologist
monogamy
mystery novels
Eleanor Roosevelt

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 00:45... 02:20
Top Story ... 02:05... 04:25
New facts emerge about the Waco tragedy that occurred in 1993.

In the Headlines ... 02:05... 06:30
CHILDREN OF WAR

YOUR DAILY DESK ... 00:30... 07:00
Editor's Desk ... 02:05... 09:05
Trading card companies use CD-ROMs to boost sales.

WORLDVIEW ... 00:30... 09:35
Inside Africa ... 04:00... 13:35
Business and environmental interests are at odds over an African oil pipeline.

Culture Watch ... 05:10... 18:45
Hong Kong's martial arts films have come a long way since their start in 1928.

Wild Kingdom ... 01:00... 19:45
-Five tiger cubs born in captivity in Thailand.
-Kenya helps endangered black rhinos.

NEWSROOM CHRONICLE ... 00:30... 20:15
Monica ... 04:20... 24:35
Rhythm and blues singer Monica reached musical stardom before she graduated from high school.

Our World ... 02:30... 27:05
A high school Kosovar student relates the tragedies of war.

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Waco Probe

1. What has Attorney General Janet Reno acknowledged? Why? What happened in Waco, Texas, six years ago?

2. Do you think it is important to begin new congressional hearings on the case? Why or why not? Do you think that the FBI is honest with the public? Who do you think gives FBI agents final orders: the president or the FBI director? Who do you think ought to be in charge of the FBI? Why?

3. The compound of Branch Davidians in Waco has been compared to other religious cult organizations, notably Jim Jones and his People's Temple where, tragically, over 900 people died in 1978. Why do you think that people become involved with extremist groups?

4. Instruct students to use websites listed and other resources to learn more about the 51-day siege that occurred in Waco, Texas, in 1993. After they gather information, hold a debate in class in which students explore the questions: Did FBI and AFT agents act fairly and honestly? Did the tragedy at Waco have to happen? What might have been the alternatives?

LINKS:
http://www.cnn.com/US/9908/26/fbi.waco.03/
http://www.cnn.com/US/9804/19/okc.waco/
http://rampages.onramp.net/~djreavis/page2/index.htm
http://homepages.anglianet.co.uk/johnm/koresh.html
http://www.pbs.org/wgbh/pages/frontline/waco/
http://religioustolerance.org/dc_jones.htm

In the Headlines : In the Headlines

1. According the the U.N., how many children have died in wars over the past 10 years? How many children under the age of 18 are recruited as soldiers? How many does the U.N. anticipate will be exposed to the effects of armed conflict over the next year? What has the U.N. Security Council called for in regards to children as soldiers?

2. What is the current minimum international age for military recruitment? What do you think of that minimum? What is the minimum age in the U.S.? Do you think that age is fair? Why or why not?

3. There are several websites that campaign to end the use of children as soldiers. Challenge students to learn more and follow up by following one of the suggestions for action, such as writing to the President, their congressional representatives, or a newspaper's editorial section.

LINKS:
http://www.hrw.org/press/1999/aug/unsc0826.htm
http://www.hrw.org/press/1999/aug/unsc0826.htm
http://www.hrw.org/campaigns/crp/index.htm
http://cnn.com/WORLD/africa/9908/25/BC-UN-CHILDREN.reut/

EDITOR'S NOTE:
Attorney General
Janet Reno
Branch Davidians
pyrotechnic devices
UN Security Council
child soldier

YOUR DAILY DESK

Editor's Desk : Trading Cards

1. What is the current value of the sports trading card business? How old is the business? What are some trading card companies adding to their packets? Why?

2. What other items have been added in the past in some card packets? How do you think that the additions affect buyers? Do you believe that CD-ROMs will generate new business or cause curernt collectors to buy more volume? Why or why not?

3. Do you collect cards or anything else? If yes, why do you choose to collect specific items? If no, why have you chosen not to be a collector?

4. Have students discuss the pleasure they derive from collecting. What sorts of collections might be deemed of public or historical or artistic importance? How would such collections be different from many personal collections?

LINKS:
http://auctions.yahoo.com/20992-category.html
http://pages.prodigy.net/tradingcards/
http://wpcarey.com/c1d1j.html

EDITOR'S NOTE:
Power Deck
collectibles

WORLDVIEW

Inside Africa : Africa Oil

1. Locate the nations of Chad and Cameroon on a political map of Africa. Describe the route the planned oil pipeline will take. Which three oil companies are involved in this project? Why do the oil companies believe the pipeline will be good for the people of this region?

2. What criticisms do environmentalists have of this project? How might the pipeline have a negative impact on the rainforests and water systems in this region?

3. What is the World Bank? Why are some critical of the World Bank's potential support for the pipeline? Have students consult the first two websites below and other resources to learn more about the World Bank and objections to its financial support for this project. Discuss some of the other projects in which the World Bank is involved and its role in improving the economic quality of life for people of developing nations. Do students think the World Bank should lend financial support to this pipeline? Why or why not?

4. The pipeline seen in the video is not the only oil project in Africa. Have students work in groups to conduct research on the development of oil resources in Africa, focusing on the pros and cons of this activity from several perspectives. Share group findings. Challenge each student to use what he/she has learned to formulate an opinion on international oil projects in Africa. Have each explain his/her view in a position paper entitled: International Development of Oil in Africa: Economic

Opportunity or Exploitation?

LINKS:
http://www.worldbank.org/
http://www.igc.org/trac/corner/alert/worldbank.html
http://www.africapolicy.org/docs98/wb9807.htm
http://www.africanews.org/west/ghana/stories/19990112_feat3.html
http://www.mg.co.za/mg/news/96sep2/20sep-bizoilrush.html

Culture Watch : Hong Kong Martial Arts Films

1. What was the first martial arts film? When did it make its debut? Describe the earliest style of martial arts films. How did Wong Foo Hung change the genre?

2. What was the ultimate turning point for Hong Kong martial arts films? How would you describe Bruce Lee's contribution to the genre? Who is Jackie Chan? How has he brought martial arts films to a new level? How have Hollywood and a more demanding audience forced Hong Kong's martial arts films producers to improve their product?

3. In the video we are told that Hong Kong producers are now using high-tech effects to enhance their movies, an approach different from the realism that Bruce Lee and Jackie Chan have brought to the screen. Which do you think audiences prefer to see in these kinds of movies, technology or realism? Explain your answer.

4. Challenge students to compare Hong Kong's martial arts films to action films with which they are familiar. Generate a class discussion about American action films and Hong Kong's martial arts films. How are examples of each reflections of their cultures? What can we learn about each culture by examining its cinema, especially in this genre?

LINKS:
http://www.easternheroes.co.uk/
http://razzle.stanford.edu/hk/links/
http://www.OCF.Berkeley.EDU/~chenj/brucelee/brucelee_frame.html
http://www.pitt.edu/~oren/jackie.html
http://www.jackie-chan.com/
http://www.ronlim.com/martial.html

EDITOR'S NOTE:
World Bank
Chad
Cameroon
pipeline
Hong Kong
martial arts
Bruce Lee
Jackie Chan

NEWSROOM CHRONICLE

Monica : Monica

1. Who is Monica Arnold? At what age did she have number one hits on Billboard? With what other

pop star has she collaborated? How did it benefit Monica and the other musician?

2. According to Monica, how can young people get ahead in today's world? Do you agree? Why or why not? What role does education play in her life?

3. What does Monica's philosophy seem to be? What is your personal philosophy about living your life? Does it help you to succeed with the plans you have for yourself? Explain your answer.

4. There have been numerous performers, both musicians and actors, who have made it to the top before reaching their 18th birthdays. Ask students to interview their parents or other adults if they are not already aware of such child stars to discover who these performers are. Challenge students to research the lives of these stars, answering such questions as
   - How did they arrive in the spotlight?
   - What were their real lives like?
   - How have their lives turned out for them?

LINKS:
http://www.aristarec.com/aristaweb/Monica/artist_index.html
http://imusic.com/showcase/urban/monica.html

Our World : Kosovo Student

1. Who is Kujtesa Bejtullahu ? With whom did she correspond during the war in Kosovo, and how did she communicate? What did she and fellow Kosovar students call themselves? What do you think that this name means?

2. What is the message of Bejtullahu and her colleagues? Do you think that you would perpetuate the same message after discovering your home had been destroyed? Why or why not?

3. Have students brainstorm about crises occurring around the world. Ask: How many are caused by prejudice? Can they envision a reduction in bloodshed caused by bigotry? Why or why not? Hold a discussion in which students consider what it is in human nature that creates suspicion and fear of people who have a different color or different beliefs from their own. Ask: Is there anything that can lessen this tension?

LINKS:
http://dailynews.yahoo.com/h/ap/19990826/tc/e_mail_from_kosovo_1.html
http://chicagotribune.com/news/nationworld/article/0,2669,SAV-9908250310,FF.html
http://www.unhcr.ch/news/media/kosovo.htm
http://www.cnn.com/interactive/specials/9906/kosovo.detailed.peace.plan/frameset.exclude.html

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EDITOR'S NOTE:
rhythm and blues
Billboard
diva
pessimist
Kosovo

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

August 30, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:00... 02:35
Top Story ... 01:40... 04:15
Researchers hope that a new vaccine may prohibit growth of the HIV virus.

In the Headlines ... 02:35... 06:50
RESIDENTS AND TOURISTS PREPARE FOR HURRICANE DENNIS

Space is the Place: Mir Farewell ... 02:50... 09:40
International astronauts bid farewell to Mir.

YOUR DAILY DESK ... 00:20... 10:00
Science Desk ... 03:15... 13:15
Safe harbor agreements create a new way to enforce the Endangered Species Act.

WORLDVIEW ... 00:30... 13:45
Top of the World ... 02:30... 16:15
Tension between East Timor and Indonesia escalates as East Timorese vote on autonomy.

Information Please ... 02:20... 18:35
Mexico City has a new weapon against corruption: Female police.

Inside Russia ... 02:05... 20:40
Staggering medical costs add to the woes of Russia's disabled.

Culture Watch ... 02:25... 23:05
The Japanese make stress reduction part of their workday.

NEWSROOM CHRONICLE ... 00:30... 23:35
Interns in Action ... 03:25... 27:00
Teens volunteer as camp counselors for the Junior Zoo Crew in Atlanta.

CNN NEWSROOM CLOSE ... 01:00... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : AIDS Conference

1. How does the HIV virus increase in the body? What is TAT? How might inhibiting TAT prevent infection and help control HIV in already-infected patients? Why do some scientists have doubts?

2. What are some current prevention and treatment procedures for HIV and AIDS? In you opinion, how well have you been informed about the deadly virus? On what continent would you find the highest incidence of AIDS? What do you think needs to be done there to reduce the rate of infection?

3. Have students browse the AIDS Conference site and other websites or resources to learn about the latest research on the devastating syndrome. Ask students to present what they have learned. In light of the tragic effects of the virus and the growing number being infected, how do students feel about hearing that "it could be years before the TAT vaccine may be tested on large numbers of people"? Ask them to consider why such strict controls are placed on new drugs and vaccines.

LINKS:
http://www.cnn.com/HEALTH/AIDS/9908/29/aids.vaccine/
http://www.cnn.com/HEALTH/specials/aids/
http://www.hon.ch/aids98/
http://www.critpath.org/aric/

In the Headlines : In the Headlines

1. What seems to be the attitude of residents on the southeast coast of the U.S. as Hurricane Dennis approaches? Who seems to be the most worried? Who is actually happy about it?

2. Given the summer drought on the eastern seaboard, do you think that some people might welcome the rain, in spite of potential damage from surf and winds? Why or why not?

3. According to a CNN news report, "Every time the National Hurricane Center posts a watch or warning, county governments spend $1 million to $3 million per square mile of populated coastline in preparations for the storm." Challenge students to learn about how they could protect themselves and their homes were a hurricane warning issued in their town. They can make posters to indicate the steps they might have to take. Also have them find out what kinds of preparations local governments take to keep residents safe.

LINKS:
http://www.cnn.com/WEATHER/9908/29/storms.04/
http://www.nhc.noaa.gov/index_special_text.html
http://www.cnn.com/WEATHER/9908/27/hurricane.prediction/
http://www.nws.noaa.gov/

Space is the Place: Mir Farewell : Space is the Place: Mir Farewell

1. What is Mir? Why is it in the news? What has made it important? What were some of the problems encountered by Mir? How can it be an example for future space missions?

2. Have students do research to learn about some of the accomplishments that occurred as a result of the Mir mission. Also have them learn about the new international space station to which the news story refers. Hold a class debate in which students consider the questions: What is the value of an international space station? Is it worth the monetary cost? Why or why not?

LINKS:
http://www.maximov.com/Mir/
http://www.pbs.org/wgbh/nova/mir/
http://www.boeing.com/defense-space/space/spacestation/
http://spaceflight.nasa.gov/station/index.html

EDITOR'S NOTE:
vaccine
HIV
TAT
TAT toxoid
tropical storm
Mir
cosmonauts
international space station

YOUR DAILY DESK

Science Desk : Birds and Birdies

1. What endangered species resides in North Carolina's Pinehurst Resort? Which characteristics of the golf course make it a perfect home for this species? What provisions does this safe harbor agreement provide for the woodpeckers? The golf course owners? How successful has the program been to this point?

2. Why do you think "the Department of the Interior wants to sell the Endangered Species Act as a flexible, reasonable law"? Do you think this agreement constitutes a "win/win" situation for both the species and the landowner? Do you think this safe harbor agreement upholds the spirit of the Endangered Species Act? Explain.

3. Challenge your students to understand the compromises the federal government and businesses make when they sign safe harbor agreements. Group students. Have each group investigate the provisions of a safe harbor agreement (other than the one presented in the news story). Have them note the endangered species involved, amount of liability protection for the business, and how many of the species the business must maintain. Have the groups share their information with each other. As a class, discuss what might have happened if the full provisions of the Endangered Species Act were brought to bear on one or two of the companies the groups researched. Have students consider the cost of litigation and discuss how successful businesses and the federal government have been in endangered species cases.

LINKS:
http://www.cnie.org/nle/biodv-19.html
http://www.safnet.org/archive/woodpecker7899.htm
http://www.nwf.org/endangered/hcp/saferesponse.html
http://www.edf.org/pubs/NewsReleases/1998/Jan/a_fox.html
http://www.fb.com/news/nr/nr97/nr0813.html

EDITOR'S NOTE:
red-cockaded woodpecker
endangered species

safe harbor program
Endangered Species Act

WORLDVIEW

Top of the World : East Timor Referendum

1. Why are international leaders like Kofi Annan and Jimmy Carter expressing concern over recent events in East Timor? For how long has Indonesia exercised control over East Timor? According to the video, why is Indonesia interested in East Timor?

2. What happened when Indonesia invaded East Timor in 1975? Why do some critics believe that the U.S. and other Western nations ignored the violence? What three events have captured the world's attention and helped pave the way for this referendum in East Timor?

3. Assist students in conducting research to learn more about East Timor and its history. Share student findings in class discussion. Why is Indonesian President B.J. Habibie appealing to the East Timorese as they cast their votes? In class discussion, have students consider the consequences for East Timor's future based on the possible outcomes of this vote.

LINKS:
http://cnn.com/WORLD/asiapcf/9908/29/east.timor.02/
http://www.etan.org/
http://www.un.org/rights/HRToday/

Information Please : Mexico's Policewomen

1. Why have Mexico City authorities put women police officers in charge of traffic tickets? What happened to the male officers who were once in charge of ticketing? How do they feel about the females on their beat now?

2. What happens to most of the citations that are issued to drivers in Mexico City? Do you think the policewomen will be able to do away with corruption in this city? Why/why not?

3. Ask students how they feel about female police officers. Are there any advantages and/or disadvantages to having women on the force? Under what circumstances might they prefer to have a female police officer respond to their call? Invite a female police officer from your community to address these questions and explain the training and education she had to complete in order to become an officer.

LINKS:
http://lubbockonline.com/news/052597/zedillo.htm
http://www.cajpe.org.pe/infand/octubre/andnews.htm
http://www.lifeonthebeat.com/weekly.htm

Inside Russia : Russian Wheelchair

1. How is Alyona able to get from one place to another? Who provided her with her wheelchair? When? How has her family kept it working? What kind of wheelchair are activists trying to bring to Russia's disabled? Who runs the factory that makes these chairs? Why are these wheelchairs out of reach for most of Russia's disabled? What other problems does Russia's physically-challenged population face?

2. Generate a class discussion about Russia's current economic situation. How might this situation directly impact the lives of the disabled in that country? Divide the class into groups. Ask each group to consider whether the international community should offer assistance to Russia's disabled. If groups agree with the idea, have each come up with an international plan for improving the quality of life for those with physical challenges in Russia. If groups do not think the international community should get involved, have them come up with a position statement and rationale for that decision.

LINKS:
http://knot.queensu.ca/crhsd/can-rus.html
http://www.adbiomech.com/russia.html

Culture Watch : Japan Stressed-Out

1. Describe some of the unique measures to which Japanese workers are resorting to rid themselves of stress. Which of these do you think are the most effective? Why?

2. How would you define "stress"? What are some sources of stress in your life? What do you do to relieve stress?

3. How can stress affect the human body? Have students work in groups to learn more about the effects (positive and negative) of stress on humans and share their findings. What diseases and disorders can be directly related to harmful stress? Discuss ways of relieving harmful stress and the physiology behind these methods.

LINKS:
http://go.drkoop.com/conditions/Stress/page_18_63.asp
http://www.hartford-hwp.com/archives/55a/021.html
http://www.health101.com/ait101b.htm

EDITOR'S NOTE:
Indonesia
East Timor
B.J. Habibie
bribe
corruption
Mexico City
inaccessible
stress

NEWSROOM CHRONICLE

Interns in Action : Interns in Action

1. What have Audrey Albright and other teens chosen to do at the Atlanta Zoo? What benefits do they receive? In what ways are they helpers in their jobs? How do their volunteer efforts affect the young campers? What has Audrey learned from her experience?

2. How can the experience of being a camp counselor help one to mature, in your opinion? In what other ways can it help a teen in his or her future?

3. Have you ever performed volunteer work? Why or why not? What do you think that a volunteer

could learn not only from the campers, but also from the animals at the zoo? What work interests you that you might be able to become involved with as a volunteer? Do you think that work such as this is important to your future?

4. Many students choose to take jobs at chain stores or restaurants to make money for their expenses and future education, while others look for work or internships (sometimes non-paying) at camps or non-profit organizations. Have students look at internships and volunteer opportunities on the websites listed below or by checking with local community resources. Ask: Where can you learn the most for future careers? For you, which is more valuable: a job at a fast-food restaurant (or something comparable) or a volunteer position at something like an animal shelter? Explain your answer.

LINKS:
http://www.petersons.com/summerop/
http://www.unpof.net/
http://www.pawssf.org/vetextern.html
http://www.campjobs.com/

EDITOR'S NOTE:
Junior Zoo Crew
role model

CNN NEWSROOM CLOSE

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CNN NEWSROOM Guide

August 31, 1999

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:35... 01:35

TODAY'S NEWS ... 01:30... 03:05
Top Story ... 01:50... 04:55
The people of East Timor cast ballots in a referendum on their future.

In The Headlines ... 03:20... 08:15
HURRICANE DENNIS STALLS
YOUNG QUAKE SURVIVORS

YOUR DAILY DESK ... 00:20... 08:35
Health Desk ... 03:15... 11:50
Some pets can suffer from allergies.

WORLDVIEW ... 00:45... 12:35
Who's Who: Richard Leakey ... 03:30... 16:05
Richard Leakey is appointed Cabinet Secretary and head of the Public Service in Kenya.

Inside Asia ... 02:50... 18:55
Heart disease has become the number one killer in Thailand.

Artistry in Action: Isamu Noguchi ... 04:00... 22:55
The unique style of Isamu Noguchi makes him one of the most important artists of the century.

NEWSROOM CHRONICLE ... 00:40... 23:35
Interns in Action: Teen Firefighters ... 03:30... 27:05
Some young people extinguish summer boredom as firefighters-in-training.

CNN NEWSROOM CLOSE ... 00:55... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story : Historic Vote

1. Locate Timor on a world map. How have East and West Timor evolved politically since 1949? What happened once the Portuguese relinquished control of East Timor? Why has violence erupted in East Timor? What is the role of the United Nations in the referendum that was voted upon yesterday?

2. What tragedy marred yesterday's historic vote? Who has been blamed for most of the violence that East Timorese have experienced over the past few months? Why do some pro-Indonesian factions blame the U.N. for the conflict? According to the U.N., approximately what percentage of East Timor's citizens cast votes yesterday? What hurdle must this vote clear next, regardless of its outcome? How could this hurdle set the stage for more violence in East Timor?

3. What is autonomy? What is a separatist movement? Ask students to define these terms in class discussion. Point out that at the beginning of this segment, a reference is made to the autonomy issue in Quebec, Canada, and Puerto Rico, U.S. Have students work in groups to research the current political situation in East Timor, as well as separatist movements in other regions such as Quebec and Puerto Rico. In class discussion, share student findings and compare these separatist movements. How is the situation in East Timor different? Challenge students to predict the outcome of the East Timor referendum and East Timor's political status ten years from now.

LINKS:
http://www.etan.org/action/237pass.htm
http://etan.org/etun/genasRes.htm
http://cnn.com/WORLD/asiapcf/9908/30/etimor.05/
http://www.ci.uc.pt/Timor/netret.htm

In The Headlines : In The Headlines

1. Where was Hurricane Dennis located as of late last night? Which Eastern states were feeling the brunt of the storm? What effects might Hurricane Dennis have on this region if it were to stall, as forecasters were predicting?

2. What nation recently suffered a catastrophic earthquake? How many people were killed in this disaster? According to the video, how has the earthquake affected many of the region's children? What are some of the ways that depression can manifest itself in children? Have you ever suffered through a natural disaster? If so, how did it affect you?

LINKS:
http://cnn.com/WEATHER/9908/30/storm.05/
http://www.hurricanes98.com/
http://www-socal.wr.usgs.gov/ABC/index.html

EDITOR'S NOTE:
East Timor
autonomy
Indonesia
referendum
Hurricane Dennis
aftershocks
depression
aggressive

YOUR DAILY DESK

Health Desk : Pet Dermatology

1. Can animals suffer from allergies? What are their symptoms? How can they be treated? How do you think that veterinarians determine just what their particular allergies are?

2. Do you, or does someone you know, suffer from allergies? What are typical human reactions to allergies? How do people alleviate allergic reactions? In what ways are they similar and different to pets' allergies?

3. Biology is one way in which animals and humans can share similar traits. In what other ways can animal owners resemble their pets?

4. Allergies can be mildly irritating, or they can be life-threatening, both for animals and people. In small groups, have students research an aspect of pet or human allergies to present the information to the class. The websites listed will allow them to explore these topics in detail.

LINKS:
http://allergies.tqn.com/msubpets.htm
http://www.canoe.com/HealthNews/980326_allergies.html
http://www.poochnet.com/articles/skin.htm

EDITOR'S NOTE:
allergy
hay fever
hypo-allergenic
mites

WORLDVIEW

Who's Who: Richard Leakey : Who's Who: Richard Leakey

1. For what is Richard Leakey known? What position did he hold prior to his current appointment? Why is the new job surprising to many? Why would the wildlife rangers approve of the decision? What are critics saying? How does Leakey answer his critics?

2. Why do you think that Kenyan President Moi brought Leakey back, first to the Kenya Wildlife Service and now to a top government position, if he dislikes him? Do you think that leaders should appoint people with whom they disagree to positions of power? Why or why not?

3. What is the International Monetary Fund? In what ways could this organization put pressure on President Moi?

4. Ask students to learn more about the country and politics of Kenya by exploring the websites listed and other resources. Before they begin, have them write down the associations that come to their minds when they hear the word "Kenya." Ask them to determine how accurate their preconceived ideas were and to write about them in an essay, using the information they have learned.

LINKS:
http://cnn.com/WORLD/africa/9907/29/kenya/
http://www.imf.org/
http://www.odci.gov/cia/publications/factbook/ke.html
http://www.kenyaweb.com/

Inside Asia : Thailand Heart Disease

1. By how much has heart disease in Thailand risen over the past 10 years? What do surgeons think is the cause? What do they think must be used for prevention?

2. Challenge students to learn the statistics of congestive heart disease in their country and answer such questions as: Where does heart disease fall in leading causes of death? Have the figures risen or fallen in the past decade? What do you think explains the figures? Students can then create posters either diagramming how arteries become restricted or about how to prevent heart disease. Hang the posters in school halls to inform others about the dangers of heart disease.

LINKS:
http://www.health-heart.org/
http://www.pbs.org/wgbh/nova/heart/
http://www.americanheart.org/

Artistry in Action: Isamu Noguchi : Artistry in Action: Isamu Noguchi

1. How have critics described the style of Japanese American sculptor Isamu Noguchi? What did he start out to be? When did he choose to be an artist? When was his art recognized to be great? What deterred Noguchi along the way?

2. How much do you think that Noguchi's heritage and the time in which he lived kept his art from receiving acclaim? How much do you think it was people's lack of understanding for his art? Explain. Do the quotes of Noguchi that you heard on the news story make sense to you? What do they mean?

3. What do you think of Noguchi's art, and why? What kinds of art appeal to you? Try to explain their appeal in class and learn from your classmates why different kinds of art appeal to them.

4. Below are a few quotes from Noguchi. Have students choose one about which to write a one-page essay. Ask volunteers to read theirs in class for discussion. Then tape all the essays in your classroom for students to read.
   - "The essence of sculpture is for me the perception of space, the continuum of our existence."
   - "I wanted other means of communication -- to find a way of sculpture that was humanely meaningful without being realistic, at once abstract and socially relevant."
   - "I took a particular satisfaction in its [marble's] fragility, arguing the essential impermanence of life, much as in the Japanese poem. Like cherry blossoms, perfection could only be transient -- a fragile beauty is more poignant."
   - "Sculpture in the traditional sense is, by definition, something with built-in values of permanence, 'forever beautiful,' something of shape and material that 'defy time.' But then there is the other reality of the evanescent new -- that truth born of the moment. Cherry blossoms in old Japan, or one jump ahead of obsolescence in the modern. I have thought of this, too, as sculpture."

LINKS:
http://www.noguchi.org/
http://mfah.org/garden/noguchi.html
http://newyork.sidewalk.com/link/23786

EDITOR'S NOTE:

technocrats
Kenya Wildlife Service
President Daniel arap Moi
International Monetary Fund
bypass surgery
methodology

NEWSROOM CHRONICLE

Interns in Action: Teen Firefighters : Interns in Action: Teen Firefighters

1. How does the Firefighters Explorer Program work? How often do participants attend? What do they learn? How do volunteer firefighters challenge the students? What does program director Andre Hill hope young people will get from this experience? How do some of the cadets feel about the rigorous training and responsibility they are undertaking? Explain.

2. Invite a local firefighter to explain the skills and education necessary for a person to enter this profession. Discuss how preparation for a career as a firefighter might also prepare a person for the challenges of everyday life.

3. Are there programs similar to the one seen in the video available to youth in your area? Direct groups of students to find out what career training and cadet programs are available in your community for students their age. Have groups gather information on each program including the goals of the program, criteria for acceptance and contact telephone numbers and/or websites. Have the students combine all their information into a resource for your school's guidance department.

LINKS:
http://www.fire.ci.bloomington.il.us/cadet.htm
http://atlas.faytech.cc.nc.us/edprog/coned/fireresc.htm
http://www.ci.austin.tx.us/news/inrfgrad.htm
http://www.adoyle.com/iafflinks.htm

EDITOR'S NOTE:
cadets
physical and mental toughness
rigorous

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